GSCI 200 Environmental Geology
Online Syllabus Fall 2024

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Course Description

This course introduces the nature, causes, risks, effects, and prediction of natural disasters related to environmental geology including earthquakes, tsunamis, volcanoes, landslides, subsidence, sinkholes, floods, coastal erosion, global climate change, and natural resources. It covers geological principles, case histories, societal impact, mitigation strategies, and public policy of natural disasters.

Course Learning Outcomes

Upon completing this course, students will be able to:

- Describe the main causes of environmental and geological natural disasters such as earthquakes, tsunamis, volcanoes, landslides, subsidence, sinkholes, floods, coastal erosion, global climate change, and natural resources.
- Explain and understand the effects of natural disasters on society and the environment.
- Recognize essential elements for predictions, forecasts, and warning signs of natural disasters.
- Understand and apply best mitigation strategies for natural disasters.
- Apply preparedness strategies for natural disasters in their personal lives and contribute to disaster-related public policies.

Geneseo Learning Outcomes and SUNY GER

This course meets SUNY General Education Requirements for the Natural Science Lecture (NLEC) and Participation in a Global Society: Contemporary Global Challenges (CGC) and Sustainability (SST). Upon completion of the course, a student will develop:

- An understanding of the methods used to explore natural phenomena such as natural disasters.
- An in-depth understanding of global mitigation, policies, and inequities related to natural disasters.
- An application of global perspectives towards natural disaster challenges and diverse approaches towards solving natural disaster problems.

- Individual and group reflection on the environmental, economic, and social dimensions of natural disasters and sustainable solutions for future global changes.

Course Structure

This is a **3–credit hour** course. The course is **7 weeks** long and consists of **7 content modules**. Please be aware that this course is accelerated in nature; 16 weeks' worth of content will be covered in a 7-week time span. You should dedicate approximately **10–12 hours** per week to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. You are required to log on to the course website a minimum of **4 days per week** but during the group project on hazards (weeks 4 - 7) you will probably need to do so more frequently.

This course is designed with the principles of collaborative learning, constructivism, and active participation in mind. You are encouraged to share your thoughts and engage in problem-solving. The course has a consistent and predictable structure, organized around the weekly modules, with a course website that should be straightforward and easy to navigate. Instructions and due dates for activities and assignments are clearly articulated so that you know what is expected of you and you can easily stay on track.

I realize that you have a life beyond the scope of this course. However, if you are unable to complete an assignment because of professional obligations, you should notify the instructor or, better yet, prepare the assignment ahead of time and post it early. This will give me and your classmates a head start in reading and responding to your work. Most assignments are due by 11:59 PM of their respective due dates as listed on the course calendar.

Readings should be read and assigned exercises should be submitted during the week in which they are assigned. At the end of each content module, participants will have an opportunity to make sure that they have completed all the required activities and assignments.

Online Instruction

All course materials are available on Brightspace and I've made every attempt to ensure that they are accessible to everyone. If you have difficulties accessing any materials (including needs for alternative formats), please let me know as soon as possible and I will rectify the situation. Accessing course materials online may be challenging - we've all experienced things like unforeseen emergencies and internet disruptions. Although this course may include some "live" or synchronous course activities, we can all be understanding about the challenges that come along with the limits of technology. If you miss a synchronous session, please let me know as soon as possible so that we can discuss ways to keep you on track. If you are experiencing longer-term disruptions, please be proactive in communicating with me and contact the Dean of Students if you expect to be out for an extended period of time.

CIT has developed a number of **resources that can help you formulate good strategies for success in online courses**. These include general strategies for keeping on track with your courses as well as more specific resources about learning experiences that you may encounter

in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new **KOALA (Knights' Online Academic Learning Assistance)** course support resource. Throughout the semester, if you need help with online learning strategies, you can contact the KOALA support desk, which will assist you with identifying resources and strategies for success.

CIT also provides a range of technology support resources. When you are in BrightSpace, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self-help resources and options to request technology assistance.

Future Course Material Availability

For most weeks of the course, the future week's materials will be available a few days ahead of schedule, probably on the Friday before that week officially begins. This is done for students who need to get ahead in the course due to some sort of major event planned. Please note that you should not plan on working on a future week's activities unless it is absolutely essential for you to keep up with the course. Also, some activities, such as the group project on geologic hazards will be difficult to work on in advance.

Textbook

There is an optional resource:

1) **Textbook** (for reading assignments) – Environmental Geology (10th or 11th ed.) by Montgomery, 2013 or 2019, McGraw Hill.

Technology Requirements

1) A Mac or PC Computer conforming to campus policy
2) Google Earth Pro. You will need to download Google Earth Pro on desktop (not Google Earth on Web). We will be using Google Earth for all the exercises in the course.
3) **Current version of Google Chrome:** While Brightspace works in all modern browsers, it is optimized for use in Google Chrome and functions most reliably in Chrome.

Course and Module Outline

- Week 1: Course Overview
- Week 1: Course Introduction
- Week 1: Introduction to Environmental Geology and Geologic Hazards
- Week 2: Earth Materials, Structures, Plate Tectonics
- Week 3: Earthquakes and Tsunamis
- Week 4: Volcanoes
- Week 5: Landslides and Subsidence
- Week 6: Rivers and Floods
- Week 7: Coastal Hazards and Global Climate Change

Module Overview

Each module will begin with the module overview, explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each module is designed with the same structure and activities unless otherwise specified. You can find the due dates of specific assignments in the course calendar or associated with the assignment itself.

Course Activities

You are expected to complete your work independently, in accordance with **SUNY Geneseo policy**. Failure to do so will result in strict disciplinary action, which can include loss of all credit for the assignment, notification of a dean, and possible dismissal from the college. You may work with others on assignments, but the final product must be your own. The exception to this policy is the group project, which involves the collaborative effort of you and your group members.

Grading Scale

Grade	Percent
A+	96.7–100.0
A	92.9–96.6
A–	89.6–92.8
B+	86.6–89.5
B	82.9–86.5
B–	80.0–82.8
C+	76.7–79.9
C	73.3–76.6
C–	70.0–73.2
D+	66.7–69.9

D	63.3–66.6
D–	60.0–63.2
E	0–59.9

Assignments and Point Distributions

Assignments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total points per assignment	Relative weight
Exercises	50		50		50		50	200	25
Discussions		30		30		30		90	20
Reflections	10	10	10	10	10	10	10	70	5
Quizzes	14	14		14		14	14	70	15
Exams				109			108	217	35
Total points for the week	74	54	60	163	60	54	182	647	100

Extra Credit

Extra credit will be available by posting on the Optional Blog Posting: **Interesting Environmental Geology Web Links and Recent Natural Disasters**. With this opportunity, you can post information and your thoughts on a recent event in the fields of environmental geology and natural hazards through the course discussion forum. You can earn up to 25 points for the whole semester by having multiple posts and responding to your fellow classmate's posts.

Exam Information

There will be two exams in this course (see schedule). The exam questions will be a mixture of multiple-choice, true/false, and matching questions. The material covered on the exams will be from the video lectures, discussions, the assigned readings, and exercises. The final exam will be non-cumulative but will cover many concepts covered during the course.

- **Make-up exams** will be available only to those students having valid excuses. Personal travel, convenience, oversleeping, or "not being prepared" are not acceptable. If you want to request a conflict exam, you must contact Dr. Wittmer in writing via email at least **three** weeks before the scheduled exam. If you have medical or family emergencies immediately before an exam, you must email Dr. Wittmer as soon as possible. A student who misses an exam for whatever reason must contact Dr. Wittmer no later than one day after the scheduled exam. Failure to do so will result in a "0" for the exam. If you believe that you have a valid conflict for the final, be sure to inform Dr. Wittmer at least 1 week prior to each exam.

Late Assignments

For all assignments (Exercises, Discussions, Reflections, Quizzes, etc.), I will allow submission up to **three days after the assignment deadline.** I will only accept assignments after the three-day grace period if students are unwell, have a valid excuse, or encounter extenuating circumstances. After the three-day deadline, I will no longer accept submissions or grade the assignments.

Getting Help

If you need help:

- Only contact your instructor directly if you have a personal question.
- For all other questions about course content, activities, deadlines, technical problems, etc., please check the **Chat in Brightspace** to see if someone else has already asked your same question and received a response.
- Feel free to help your peers out if you know the answer!

If you have technical problems, please contact the **CIT help desk**

Assessment Schedule

Weekly Module	Date	Assignment Name	Assignment Due By 11:59pm	Time to completion	Total Points per assignment
1	Aug. 26 - 31	Introduce Yourself Discussion	August 29	30 minutes	extra credit
1	Aug. 26 - 31	Week 1 Reflection	August 30	30 minutes	10
1	Aug. 26 - 31	Week 1 Quiz	August 30	1 hour	14
1	Aug. 26 - 31	Exercise 1: Earth and Society	August 31	2-3 hours	50
2	Sept. 1 - 7	Intial Discussion 1 Post	September 5	1 hour	20
2	Sept. 1 - 7	Week 2 Reflection	September 6	30 minutes	10
2	Sept. 1 - 7	Week 2 Quiz	September 6	1 hour	14
2	Sept. 1 - 7	Replies to Discussion 1 Posts	September 8	1 hour	10
3	Sept. 8 - 14	Week 3 Reflection	September 13	30 minutes	10
3	Sept. 8 - 14	Exercise 2: Tectonics & Earthquakes	September 14	2-3 hours	50
4	Sept. 15 - 21	**Exam 1**	September 19	90 minutes	109
4	Sept. 15 - 21	Initial Discussion 2 Post	September 19	1 hour	20
4	Sept. 15 - 21	Week 4 Reflection	September 20	30 minutes	10
4	Sept. 15 - 21	Week 4 Quiz	September 20	1 hour	14
4	Sept. 15 - 21	Replies to Discussion 2 Posts	September 22	1 hour	10
5	Sept. 22 - 28	Week 5 Reflection	September 27	30 minutes	10
5	Sept. 22 - 28	Exercise 3: Volcanoes & Landslides	September 28	2-3 hours	50
6	Sept. 29 - Oct. 5	Initial Discussion 3 Post	October 3	1 hour	20
6	Sept. 29 - Oct. 5	Week 6 Reflection	October 4	30 minutes	10
6	Sept. 29 - Oct. 5	Week 6 Quiz	October 4	1 hour	14

6	Sept. 29 - Oct. 5	Replies to Discussion 3 Posts	October 6	1 hour	10
7	Oct. 6 - 16	Week 7 Reflection	October 11	30 minutes	10
7	Oct. 6 - 16	Week 7 Quiz	October 11	1 hour	14
7	Oct. 6 - 16	Exercise 4: Flooding & Coastal Erosion	October 12	2-3 hours	50
7	Oct. 6 - 16	**Exam 2**	October 14	90 minutes	108

Student Support

Commitment to Supporting Diversity, Promoting Inclusion and Belonging, and Ensuring Equity

We must address the entanglement of geoscience with colonialism, racism, sexism, homophobia, and ableism before we proceed with teaching the content of this course. The work of some geologists supports the exploration and exploitation of natural resources that resulted in theft, war, displacement, and genocide from first nations here in the United States as well as other locations around the globe. Also, the theory of evolution has been perverted to justify dangerous ideas and policies regarding health, gender and sexual identity, poverty, and ability that disproportionately disadvantage and harm people who hold minority identities. It is the job of modern geologists to confront this difficult history and commit to the principles of antiracism by ending passivity and silence in the face of injustice and inequity.

The diversity of perspective and experience that students bring into this course is a resource, strength, and benefit, and we seek to cultivate a learning community that is inclusive and equitable to all identities (including race, gender, class, sexuality, religion, ability, political affiliation, etc.). For more details on the College's commitment to diversity, equity, and inclusion, please see the content at https://www.geneseo.edu/diversity/commitment.

ACADEMIC INFORMATION AND RESOURCES

Cancellation of Classes for Extraordinary Weather Conditions

It is College policy to continue as much as possible normal hours of operation and maintain a regular work and class schedule for faculty, staff members and students during periods of severe weather. The following media sources are official notification sources during severe weather conditions:

1. **Radio Stations:** (Avon) WYSL, 1040 AM; (Buffalo) WGR, 97FM; WEDG, 103.3 FM; WHTT, 104FM; (Dansville) WDNY, 1400 AM; (Geneseo Campus) WGSU, 89.3 FM; (Rochester) WHAM, 1180 AM; WPXY 97.9 FM; WVOR 100.5 FM; (Warsaw) WCJW 1140 AM
2. **Television Station:** Rochester: WHAM, Channel 13
3. The College has also established a hotline that will provide a recorded message of class cancellations and essential services staffing at 245-6666.

4. Messages regarding class cancellations will also be placed on the all-staff and all-student listserv e-mail accounts.

It is understood that all College faculty, staff and students will be afforded the opportunity to make their own decisions about reporting to work or classes with due consideration for travel safety.

Academic Support Services

The campus provides a range of support services to help students thrive in their classes. These services include:

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center (https://www.geneseo.edu/english/writing_center), the Math Learning Center (https://www.geneseo.edu/math/mlc), and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system (www.starny.org/tutoring_schedule)
- Supplemental Instruction (https://www.geneseo.edu/supplemental-instruction), in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Campus Learning Centers website at https://www.geneseo.edu/academic-support-services.

Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits. These include:

- Academic Peer Mentors in the Office of Academic Planning and Advising provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy". More information is available at https://www.geneseo.edu/dean_office/academic-peer-mentors-0.
- The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A full list of GOLD workshops can be accessed at https://www.geneseo.edu/gold/app/browse.

Accommodations and Accessibility

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility will coordinate accommodations, auxiliary aids, and/or services designed to ensure full participation and equal access to all academic programs, activities, and services at SUNY Geneseo. Students with letters of accommodation should submit a letter to us and discuss needs at the beginning of the semester.

As of fall 2023, the Office of Accessibility Services (OAS) is conducting a full launch of **Accommodate**, an online system for managing student accommodation requests, appointments, Test Center bookings, and more! Requests for accommodations, including letters or reviews of existing accommodations, should be directed to the Office of Accessibility in Erwin Hall 22 or access@geneseo.edu or 585-245-5112. Students with approved accommodations may submit a **semester request** to renew their academic accommodations. Please visit the OAS website for information on the process for **requesting academic accommodations.** If you have questions or concerns about your academic accommodations or are experiencing additional barriers due to the shift to remote learning, please contact our office via email at access@geneseo.edu or call 585-245-5112 to schedule a phone or virtual appointment.

Library Research Help

Fraser Hall Library has an award-winning staff trained in finding the best information using library resources and advanced search strategies. Students may ask questions about using library services, locating materials, or conducting research projects. There is a librarian who specializes in the subject matter for each major. Students can book a research help meeting during the librarians' office hours or email their questions to libraryhelp@geneseo.edu. Learn more at https://library.geneseo.edu/research-help.

Academic Integrity and Plagiarism

Geneseo's Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at www.geneseo.edu/library/library-workshops.

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at www.geneseo.edu/handbook/academic-dishonesty-policy.

I take plagiarism and other forms of academic dishonesty seriously. At its most basic, that means you are responsible for doing your own work. You may not reuse work from other classes, use the work of another person, plagiarize, or use artificial intelligence to help with or generate assignments.

> **Unintentional plagiarism.** While the first thing most people think of when they hear the word plagiarism is cheating, you can plagiarize without intending to. Some students plagiarize because they have trouble with paraphrasing or fail to give credit to their sources of information, especially when they search online instead of utilizing assigned material. We believe this class will help you develop and/ or strengthen the skills you need to avoid unintentional plagiarism. We are happy to help you if you have questions or are struggling with this. Schedule an appointment with your instructor if you have questions or want help. *Ultimately, you are responsible for avoiding plagiarism, but there are many resources at Fraser Library and ways to get help.*
>
> **AI, like Chat-GPT.** You must do your own work, which means that you should not utilize tools like Chat-GPT for any aspect of our course work. Such use is a form of academic dishonesty. Use of such tools is not only cheating, but it will also cheat you of the opportunity to learn and develop your own skills. While AI will undoubtedly play important roles in our future society, you will be better able to utilize AI if you have developed your own critical thinking, writing, and analytical skills by doing your own work. If you have any questions about this, please ask.
>
> **Show your work.** We expect you to be able to show your work or process for completing assignments.
>
> **Sharing Course Content:** The content of this course provided to you by your instructors, including assignments, lecture notes, lectures, labs, exams, etc., is protected intellectual property. Sharing in any way without the instructor's consent is a violation of the Student Code of Conduct and will be reported to the administration and may be grounds for dismissal.

Technology Support

CIT provides a range of technology support resources. When you are in Canvas, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance. For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire LinkedIn Learning training library (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, visit this self help document. (https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library).

Getting Help with Navigating Canvas and Online Classes

CIT has developed a number of resources that can help you formulate good strategies for success in online courses. These include general strategies for keeping on track with your courses as well as more specific resources about learning experiences that you may encounter in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new KOALA (Knights Online Academic Learning Assistance) course support resource. Throughout the semester, if you need help with online learning strategies, or you are having difficulty understanding how to work your way through Canvas modules for face-to-face as well as online classes, you can contact KOALA for assistance identifying resources and strategies for success. Schedule a KOALA appointment.

Religious Observations and Class Attendance

New York State Education Law 224-a stipulates that "any student in an institution of higher education who is unable, because of [their] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements" (see https://www.geneseo.edu/apca/classroom-policies). SUNY Geneseo has a commitment to inclusion and belonging, and I want to stress my respect for the diverse identities and faith traditions of students in my class. If you anticipate an absence due to religious observations, please contact me as soon as possible in advance to discuss your needs and arrange make up plans. The New York State Department of Civil Service maintains a calendar of major religious observations for 2021 and 2022.

Military Obligations and Class Attendance

Federal and New York State law requires institutions of higher education to provide an excused leave of absence from classes without penalty to students enrolled in the National Guard or armed forces reserves who are called to active duty. If you are called to active military duty and need to miss classes, please let me know and consult as soon as possible with the Dean of Students.

Pregnant and Parenting Students' Accommodations

SUNY Geneseo is committed to supporting our students who may be pregnant or parenting. SUNY Geneseo does not discriminate against any student or employee on the basis of pregnancy, parenting, or related conditions, **per Title IX federal regulations**.

Students who experience complications due to pregnancy or childbirth and who are seeking accommodations should contact the Office of Accessibility Services (OAS) at **access@geneseo.edu** or 585-245-5112. OAS staff will meet with the student and assess what resources or **reasonable temporary accommodations** may be available. OAS will coordinate with the necessary offices, including the Dean of Students, the Title IX Coordinator, and/or academic departments to ensure equal access for pregnant students.

Bias-Related Incidents

"We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging."

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Office of Diversity and Equity (ode@geneseo.edu), Director of Multicultural Affairs Clifton

Harcum (charcum@geneseo.edu), and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

Title IX and Harassment

Sexual Harassment is not tolerated in this course. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All SUNY Geneseo employees and students must adhere to the sexual harassment policy. Please review this policy and contact a university official if you have any questions about the policy.

It is important to remember that while your ULAs are peers, a differential power exists in your relationship. For this reason, it is inappropriate for students and ULAs to pursue romantic or social relationships for the duration of this course (e.g. invitations for private social gatherings and requesting or contacting each other via private social media accounts.)

Finally, as mandatory reporters, employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to Geneseo's Title IX coordinator. Please keep this in mind and seek advice prior to disclosing to a mandatory reporter.

PERSONAL HEALTH AND WELL-BEING

Well-Being

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, or if I am a bit late posting course materials, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see www.geneseo.edu/dean_students.

Mental Health

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to

substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students through Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus www.geneseo.edu/health. To request a counseling appointment, please complete the online form through myhealth.geneseo.edu.

Guidelines for Attendance and Public Health

As we continue to deal with variants of the COVID-19 virus well into the future, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.

We know that COVID is shifting from a pandemic to endemic stage, and it's possible that some of you may get infected over the course of the semester. Because we want you to be successful and because we value your contribution to the course, we expect you to prioritize attendance. If you are experiencing symptoms associated with COVID* on a day we have class, please take a COVID test. Testing is available through the Health Center, or you may take a self-test if you have one. If you test negative and feel well enough to attend, put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class, stay home (except to go to the health center), rest, and take care of yourself. I expect you to communicate with me directly about your absences. I can support you to keep up with class if you are out for COVID-related reasons, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty.

Finally, I want you to succeed and learn in this class, and I want to protect our community from COVID as best as I can.

*Examples of common symptoms include:
fever or chills,
cough,
difficulty breathing,
muscle or body aches,
Headache,
new loss of taste or smell,
sore throat,
congestion or runny nose
nausea or vomiting
diarrhea

Food Security for SUNY Geneseo Students

There are resources available for students who are food insecure. If you're unfamiliar with the phrase "food insecurity," you can learn more at the following link on Feeding America's website: Understanding Food Insecurity (https://hungerandhealth.feedingamerica.org/understand-food-insecurity/).

The Pantry at Geneseo, our on campus food pantry, works in partnership with the Geneseo-Groveland Emergency Food Pantry (GGEFP) and is facilitated by interns and volunteers working out of the Office of Student Volunteerism and Community Engagement as well as the School of Business, and the GOLD Leadership and Student Athlete Mentors programs.

Any student who is food insecure can submit a request here: Food Pantry Request Form (https://docs.google.com/forms/d/e/1FAIpQLSfFL6Vrdsv5kxTLd6yK_mXOL8NGeZtv5x8mzYAhHyiRJepLxA/viewform?usp=sf_link) to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

This program will provide individuals with a bag of food up to once a month. We will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community.

Students are also able to access the Geneseo-Groveland Emergency Food Pantry (https://ggefoodpantry.org/) on their own if that is their preference. It is located at 31 Center St. and is open Tuesdays and Thursdays 10 AM - 2 PM and Wednesdays 4 - 6:30 PM.

If you have any questions about this process or anything relating to food insecurity, or have a need beyond what is outlined above, please refer to our website or contact us directly at foodpantry@geneseo.edu / 585-245-5893 or the Dean of Students at 585-245-5706.

Emergency Funding

The college has three sources of emergency funding for students experiencing short-term financial crises. The Camiolo Student Emergency Loan Fund (SELF) provides short-term loans to students for situations both temporary and beyond their control.The SELF was established with the expectation that students who use the fund seek to "pay it forward" as soon as they are able by contributing to the fund so other students can be helped, too. While there is not a legal obligation, the donors hope that student loan recipients respect and honor the value of community and helping others in their time of crisis. The One Knight Student Aid Emergency Fund assists Geneseo students who are facing financial emergencies mainly related to the COVID-19 pandemic. The fund offers grants (one-time award) depending on a student's documented financial need. For those students expecting a refund from financial aid, a Temple Hill loan of up to $500 can be offered prior to the approved loan dispersal. If you are experiencing financial hardship, please contact the Dean of Students (585-245-5706), who can assist and provide direction to appropriate campus resources.