

Lecture: Wed. & Fri. 9:30 - 10:20 am in ISC 136; Laboratory: Mon. 9:30 am - 11:20 pm in ISC 146

Instructor: Jacalyn Wittmer Malinowski (malinowski@geneseo.edu), ISC 250, Support hours: TBA

PALEOBIOLOGY

Course Description

This class is a lecture and lab-based class that will provide an introduction to concepts, principles, and techniques used in the field of paleontology. The course will focus on the invertebrate fauna that constitute majority of the fossil record by studying taxonomy, morphology, evolution, taphonomy, biostratigraphy, paleoecology, and paleobiogeography. Labs will focus on fossil descriptions, illustrations, and evolutionary patterns for each major invertebrate group emphasized in lecture. Field observation and data collection will be a major component of this course that will coincide with communication of data and interpretations in written and oral form. Prerequisites: GSCI 170.

Learning Outcomes

After successful completion of the course, a student will be able to

- Confidently identify invertebrate taxa from hand sample to outcrop exposures.
- Address past misconceptions about the history of life.
- Understand evolutionary concepts and the geologic timescale of the evolution of life.
- Evaluate shared derived characteristics among invertebrate groups.
- Reflect on the ecological relationships between different invertebrate groups through time.
- Use the ecology of invertebrates to help evaluate depositional environments.

GLOBE Outcomes

After successful completion of the course, a student will develop

- A specialized knowledge of a geology sub-discipline, Paleontology
- Intellectual and Practical Skills such as: Critical thinking; Communication; Quantitative, Computational, and Symbolic Reasoning; Informational and Digital Literacy; Creative Thinking; Global Awareness and Engagement
- Integrative and Applied Learning such as: Integrative Inquiry, Application and Transfer

REQUIRED TEXT:

- Clarkson, E.N.K., 1998, Invertebrate Palaeontology and Evolution, 4th edition, Blackwell Science, ISBN: 978-0-632-05238-7 – **Required For Labs**
- [Artist's Sketchbook](#) – **Required For Labs**

Highly Recommended Text:

- Foote, M. and Miller, A. I., 2007, Principles of Paleontology, 3rd edition, W. H. Freeman and Company, ISBN: 978-0-7167-0613-7
- Prothero, D.R., 2013, Bringing Fossils To Life: An Introduction to Paleontology, 3rd edition, Perseus D., ISBN: 9780231158930
- Patzkowsky, M.E. and Holland, S.M., 2012, Stratigraphic Paleobiology: Understanding the distribution of fossil taxa in time and space, University of Chicago Press, ISBN: 978-0-226-64938-2
- M. J. Benton and D. A. T. Harper, 2009, Introduction to Paleobiology and the Fossil Record, Wiley-Blackwell, ISBN 978-1-4051-8646-9

*All texts are available on reserve at Milne Library

Course Structure

This is a **3-credit hour In-Person** course. The course spans the entire semester (**16 weeks** long and consists of 5 content modules). You should dedicate approximately **8–10 hours** per week to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. To be successful, you will need to attend in-person lectures on Wednesday and Friday in addition to attending **weekly in-person lab meetings on Mondays**.

- The course has a consistent and predictable structure, organized around the weekly modules, with a course Brightspace site 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.
 - Most assignments are due by 11:59 PM of their respective due dates as listed on the course calendar. At the end of each week students will have an opportunity to make sure that they have completed all the required activities and assignments before the new week's content is released.
 - For most weeks of the course, the future week's materials will be available a few days ahead of schedule, likely 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.
- **Student Support Hours (aka Office Hours)**
 - Support hours are times outside of class that you can meet with your instructor to discuss the material being presented in class or questions about lab content. Support hours are for you to ask for extra help, seek clarification of material, follow up on parts of the class you are interested in, and for you to check the progress you have made on your work.
 - You are not required to attend support hours and you will decide on your own what you need or if you want to participate in support hours. These hours are free-flowing periods of time where there is no lesson planned or structure, you are expected to 'drive' the meeting with your questions and your thoughts.
 - Do not expect the instructor to give you the answers during these hours, but instead they will help you work through towards the answers so that you can become an independent learner. The course student support hours will be posted on Brightspace and announced on the first day of class.
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Class policies and expectations

- **Posting material on Brightspace**
 - There are five content-based modules in the course, each module will contain a section overview followed by week content and assessment information. The Course Introduction section will go over weekly expectations, due dates and discuss major class changes.
 - Lectures will be in-person but will have supplemental lecture notes, linked sites for additional information, and annotated PowerPoint pdfs. Readings will include the required Clarkson chapters related to lab and lecture content, but also linked OER sources when available.
 - Assignments such as labs, project milestones or quizzes will be posted for each Weekly section in the modules but will also be announced weekly.
- **Required Student Work**
 - Weekly readings from textbook, the textbook is critical and important to the course! There will be additional OER sources to aid with understanding the material.
 - Engagement and Note-taking from in-person lectures
 - In-person Lab exercises
 - Bi-weekly Summative Assessments
 - Individual project paper and video/recorded presentation(s)
- **Late Assignments**
 - For all assignments (labs, take-home assignments, projects, etc.) I will allow submission up to **three days after the assignment deadline**. This is a three-day grace period to allow you to catch up on work and submit your work within a reasonable window after the due date. I will not accept assignments after the three-day grace period.
- **Summative Assessments**
 - The course will have bi-weekly to tri-weekly summative assessments that will cover material delivered in lectures, readings, and labs as chunked assessments. The assessment questions will be a mixture of short answer, long answer, and fossil identification questions. Assessment dates are provided in the course schedule and will be available in weekly overview and communications. Summative assessments are non-cumulative and will be delivered at the beginning of in-person lab meetings.
- **Laboratory Exercises**

- Laboratory exercises are set up as staggered exercises where you will develop skills such as observation, applied analysis, and interpretations. The labs will be delivered into three parts on Introductory Specimens, Sketches of morphological features, and Data analysis and paleoecological interpretation of fauna. These labs are for you to learn necessary and employable skills, where you will learn how to use fossils as analytical tools in the field of geology. Further guidance, e.g. rubrics, will be provided throughout the semester. Due dates for the labs are posted in the course schedule and will be available in weekly overview and communications.
- **Individual Project: Term Paper and Oral Presentation**
 - **Paper and Presentation:** Within the first few weeks of the semester you will be introduced to the term project that will require multiple assignments and topics in Paleontology you will explore throughout the semester. The overall project will be based on a hypothesis driven proposal and hypothesis tested results.
 - Over the semester you will develop a presentation, a proposal, and an experiment. You will be working on this project throughout the semester that will include intense data collection that will occur within the semester.
 - Due dates for the multiple assignments will be announced in weekly overview and communications.
- **Field Trip**
 - This course will host a **3-day field trip to the Ohio-Kentucky** region from **April 5 - 7**. We will be camping in tents at Caesar Creek Campground, Waynesville, Ohio and will collect fossils and explore the biodiversity of the Great Ordovician Biodiversification Event. There is a separate module in Brightspace dedicated to the field trip filled with information about the localities, the campsite, and what is expected for your fieldwork and participation in this field experience.

Assignments and grade distribution

Summative Assessments		
Bi-weekly Lecture & Lab Assessments		30%
Labs		
Laboratory Exercises		40%
Project Proposal		
Presentation & Paper		30%

Grading Scale

A	93.30 – 100 %	B	83.30 – 86.59 %	C	73.30 – 76.59 %
A-	90.00 – 93.29 %	B-	80.00 – 83.29 %	C-	70.00 – 73.29 %
B+	86.60 – 89.99 %	C+	76.60 – 79.99 %	D	60.00 – 69.99 %

Course Schedule ([updated frequently on google sheets](#))

Week	Clarkson Readings	Date	Lecture Topics	Labs + Assessments + Due Dates
1	Ch. 1 + 2	Jan. 22 - 26	<i>Prelab Video: How to Sketch a Fossil</i> <i>Prelab Video: How to Determine Ecology of a Fossil</i> Course Introduction Fossil Record & Biases	LAB 1: Introduction to Fossil Invertebrates and Preservation
2	Ch. 1 + 2	Jan. 29 – Feb. 2	<i>Prelab Video: Modes of Fossilization</i> <i>Prelab Video: Taphonomic Models</i> Taphonomy Introduction to Project Proposal	LAB 1: Introduction to Fossil Invertebrates and Preservation ⇒ Lab 1 Due Feb. 2 @ 11:59pm
3	Ch. 1.2, 1.3, 2, 3	Feb. 5 - 9	<i>Prelab Video: Foraminifera</i> Evolution Genetics and Variation	LAB 2: Microfossils Paper Analysis & Discussion due Feb. 9; 11 @ 11:59pm
4	Ch. 12, 3	Feb. 12 -16	Origins of Life Evidence of Life	LAB 2: Microfossils ⇒ Lab 2 Due Feb. 16 @ 11:59pm SUMMATIVE ASSESSMENT 1 (FOSSIL RECORD – EVOLUTION; LAB 1)
5	Ch. 3	Feb. 19 – 23	<i>Prelab Video: Porifera Classification</i> Emergence of Life I (Ediacaran) Emergence of Life II (Cambrian)	LAB 3: Porifera & Cnidaria Proposal Topic Approval due Feb. 24 @ 11:59pm
6	Ch. 4 + 5	Feb. 26 – Mar. 1	<i>Prelab Video: Corals</i> Porifera Cnidaria	LAB 3: Porifera & Cnidaria ⇒ Lab 3 Due Mar. 1 @ 11:59pm SUMMATIVE ASSESSMENT 2 (ORIGINS – CAMBRIAN; LAB 2)
7	Ch. 5, 3	Mar. 4 - 8	<i>Prelab Video: Bryozoan Classification</i> Bilateria Diversity and Extinctions	LAB 4: Bryozoa & Brachiopoda
8	-	Mar. 11 - 15	Spring Break – No Classes	
9	Ch. 6 + 7	Mar. 18 – 22	<i>Prelab Video: Brachiopod Classification</i> Bryozoa Brachiopoda	LAB 4: Bryozoa & Brachiopoda ⇒ Lab 4 Due Mar. 22 @ 11:59pm Recorded Hypothesis & Proposal Presentations due Mar. 23 @ 11:59pm
10	Ch. 3, 8	Mar. 25 – 29	<i>Prelab Video: Mollusk Classification</i> Mollusca Gastropoda	LAB 5: Mollusca SUMMATIVE ASSESSMENT 3 (PORIFERA - BRACHIOPODA; LAB 3 & 4)
11	Ch. 8	Apr. 1 - 5	<i>Prelab Video: Paleoecology</i> Bivalvia Cephalopoda Leave Friday at 8am – Field Trip	LAB 5: Mollusca Peer Review of Presentations due Apr. 4 @ 11:59pm FIELD TRIP – Apr. 5 - 7
12	Ch. 11 + 12	Apr. 8 - 12	NO LAB – Solar Eclipse Trace Fossils Ichnofacies	Proposals due Apr. 13 @ 11:59pm ⇒ Lab 5 Due Apr. 12 @ 11:59pm
13	Ch. 11	Apr. 15 - 19	<i>Prelab Video: Trace Fossil Classification</i> Arthropoda Trilobitomorpha	LAB 6: Arthropoda & Ichnofauna SUMMATIVE ASSESSMENT 4 (MOLLUSCA, LAB 5)
14	Ch. 9	Apr. 22 - 26	<i>Prelab Video: Trilobite Features</i> No Class Wednesday – Great Day	LAB 6: Arthropoda & Ichnofauna ⇒ Lab 6 Due Apr. 26 @ 11:59pm

			Echinodermata	
15	Ch. 9 + 10	Apr. 29 – May 3	<i>Prelab Video: Echinoderm Features</i> Pelmatozoa Eleutherozoa	LAB 7: Echinodermata & Hemichordata Results & Interpretations due May 3 @ 11:59pm
16	Ch. 10	May 6 - 8	<i>Prelab Video: Hemichordata Classification</i> Hemichordata	LAB 7: Echinodermata & Hemichordata ⇒ Lab 7 Due May 8 @ 11:59pm
-	-	May 13	<i>Final Summative Assessment @ 8:30am</i>	SUMMATIVE ASSESSMENT 5 (TRACE FOSSILS - HEMICHORDATA, LAB 6 + 7)

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) WDNV, 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 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. 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 Brightspace 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 Brightspace 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 Chief Diversity Officer (routenberg@geneseo.edu), Interim Director of Multicultural Affairs (nweathers@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://ggfoodpantry.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.