

BIOLOGY 342: PARASITOLOGY

SYLLABUS – SPRING, 2021

INSTRUCTOR INFORMATION

Dr. Susan Bandoni Muench

bandoni@geneseo.edu

Phone: 585-245-5309

Office hours: Mondays, 230-320; Wednesday, 1030-1120; Fridays, 130-220.

COURSE DESCRIPTION

In this course, we will examine parasites and parasitism, emphasizing the influence of parasites on the ecology and evolution of free-living species, and the role of parasites in global public health. Prerequisites: Cell Biology or Biochemistry. Offered every spring Credits: 4 (3-3)



COURSE FORMAT

For the Spring of 2021, the lecture is fully online with synchronous participation and an in-person laboratory. An asynchronous lecture alternative will be available for those who cannot participate in synchronous instruction. Please contact me for more information.

ZOOM LINKS:

Synchronous class sessions: Mondays & Wednesdays, 1:20-2:15

Join Zoom Meeting

<https://geneseo.zoom.us/j/96835288040?pwd=cmtGR3VTVU1tcG1aMUNrWXFMVjJwZz09>

Meeting ID: 968 3528 8040

Passcode: 249127

One tap mobile

+16465588656,,96835288040#,,,,*249127# US (New York)

Office hours: Mondays, 230-320; Tuesdays 130-220; Wednesday, 1030-1120; Fridays, 130-220.

Join Zoom Meeting

<https://geneseo.zoom.us/j/99823153597?pwd=M0ZRUG13TENFN0hZU0I0SVZ2WkZSdz09>

Meeting ID: 998 2315 3597

Passcode: 563112

One tap mobile

+16465588656,,99823153597#,,,,*563112# US (New York)

Note: sometimes meeting IDs may change over the course of the semester. Please watch for changes.

ACCOMMODATIONS

DISABILITIES AND PREGNANCY OR PARENTING: SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should consult with the Office of Disability Services and see me regarding any needed accommodations as early as possible in the semester.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS: individuals who have been using English as a primary language of instruction for 6 years or fewer and are actively working to improve English fluency may receive extra time on in-class tests and online quizzes. Please see me for assistance early in the semester if this applies.



DIVERSITY AND INCLUSION

Parasitology is about people as well as about diseases, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the public health context is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as individuals learn from each other.

TEXTS, OTHER READINGS AND OTHER COURSE MATERIALS

REQUIRED TEXT: Zeigbig EA. *Clinical Parasitology: a Practical Approach*. Second edition. 2013. Elsevier Saunders. St. Louis, MO, xiv + 370 pp. The earlier edition is not recommended, and no support will be provided for using it.

LABORATORY RESOURCE: We will make extensive use of a free online resource from the Centers for Disease Control, DPDx *Laboratory Identification of Parasites of Public Health Concern*, <https://www.cdc.gov/dpdx/>. This does not work as a substitute for a textbook.

Free supplemental text: While not a substitute for the class text, a free Parasitology textbook is available online through Parasitologists Without Borders:*Parasitic Diseases*:
<https://parasiteswithoutborders.com/wp-content/uploads/2020/02/PD7thEditionLowResVersion5-11-2019.pdf>

CANVAS: Additional articles, case studies, links to videos and other resources, and lecture materials will be available on Canvas. A weekly announcement provides specific information about readings required each week, including what would be helpful to download before class.

TEXT FOR INTEGRATIVE REVIEW: For writing the integrative book review, you will need a copy of one of the recommended books. These books can be obtained through interlibrary loan and are available used online at low cost. Sharing the cost of purchase with other students is another possibility.



LEARNING OUTCOMES

THEMATIC OVERVIEW:

1. Protozoan parasites: basic knowledge and current challenges (learning outcomes 3, 4)
2. Helminth parasites: basic knowledge and current challenges (learning outcomes 3, 4)
3. Nature of symbiosis, parasitism and parasites (learning outcomes 1, 2)
4. Ecological and evolutionary roles of parasites (learning outcome 5)

FOR THIS COURSE:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. Demonstrate through tests and on writing assignments an understanding of parasitism, including the diversity of symbiotic associations and their populational, dynamic and contextual nature.
2. Demonstrate through tests and on writing assignments an understanding of views of parasites and parasitism, including social and cultural perceptions of parasitism, and varying views of parasitism among scientists from different disciplines.
3. Demonstrate through quizzes, class activities and tests an understanding of the taxonomic diversity of parasites, and the universality and variety of symbiotic associations.

4. Demonstrate familiarity with common protozoan and helminth parasites of humans as well as some related parasites of livestock and companion animals on quizzes, class activities and tests.
5. Analyze case studies and scenarios, interpret data and use evidence to address problems in parasitology, including clinical, public health and biological issues.
6. Analyze research challenges in diagnosis, treatment and control of parasitic infections in humans and in veterinary contexts through examination of evidence.
7. Demonstrate an understanding of the roles of parasites and of infectious diseases on the ecology and evolution of their hosts, and of the role of symbiosis in the evolution of life on earth.



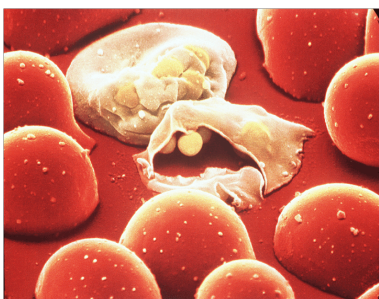
BIOLOGY LEARNING OUTCOMES:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. **Critical Thinking and Problem Solving:** Students will have the knowledge base and intellectual (conceptual) framework to use reasoning and problem-solving skills to: (1) read critically; (2) evaluate support for competing hypotheses; and (3) critique experimental design.
2. **Laboratory Inquiry and Technique:** Students will have the laboratory and inquiry skills and technical ability to formulate hypotheses, design and run experiments using instruments to test their hypotheses, and analyze and interpret the results. They will be able to build on earlier work to design further experiments.
3. **Communication:** Students will be able to communicate biological ideas from literature or their own laboratory investigations to audiences of biologists and non-biologists in a variety of formats including written reports, poster and oral presentations.
4. **Attitudes and Personal and Professional Development:** Students will recognize the importance of scientific integrity and ethical research and applications of biology to science policy. They will be able to work independently and in teams for life-long learning.

5. Students will be able to demonstrate a broad and diverse background in biology and related sciences and a strong foundation for graduate and professional programs of study or employment.
6. Students will recognize evolution as the central tenet of biology which explains the unity and diversity of life and interrelatedness of levels of biological organization.

All of the Biology learning outcomes are addressed in this course to varying degrees, but those emphasized in this course are critical thinking and problem solving, attitudes and personal and professional development, and diverse biological content.



EVALUATION – SUMMARY

<i>Day-to-day activities (reading quizzes, participation, homework discussions)</i>	<i>20%</i>
<i>Tests (2, 15% each) and summative quizzes (5, 5% each, drop lowest)</i>	<i>50%</i>
<i>Laboratory (quizzes, class activities, participation checks)</i>	<i>15%</i>
<i>Integrative Book Review</i>	<i>15%</i>

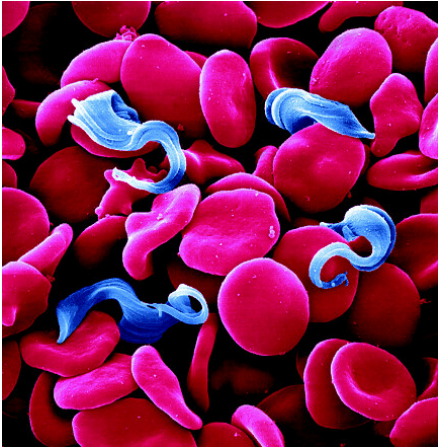
ADDITIONAL INFORMATION ABOUT EVALUATION

OVERVIEW:

Below is a brief description of the quizzes, homework, exams, lab and writing assignment that contribute to your grade.

DAY-TO-DAY:

Each type of assignment in this course is designed to contribute to your learning. Keeping up with the reading provides an essential foundation for success on both the test and major writing assignment. You will typically have a formative quiz, an online discussion forum and/or a group discussion assignment, and a reflective discussion each week. These are listed in the syllabus, but weekly Canvas announcements provide updates and reminders. The day-to-day activities are intended to deepen your understanding of topics from the reading and class discussion.



SUMMATIVE QUIZZES:

Summative quizzes are larger quizzes, and include short answer and short essay questions. Many questions will test your ability to apply the information in the context of a scenario. Some questions will require you to analyze or evaluate information. These will be given online, and may use the lockdown browser.

TESTS:

There are two larger tests, one midway through the semester, and one during the final exam period. Some questions may be available ahead of time. A broader window of time will be available for completion of these than for the summative quizzes. The format will be similar, but the test will consist of multiple scenarios.

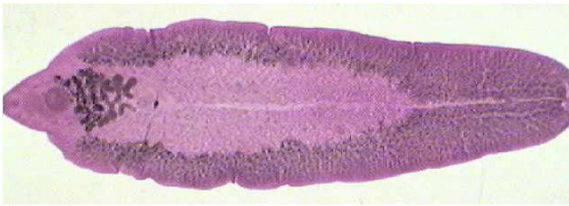
INTEGRATIVE BOOK REVIEW:

This is a larger written assignment requiring that you read a book about parasites or parasitology, and connect it to major themes and concepts from this class. There are two alternative deadlines for this assignment.

LABORATORY

In the laboratory, you will have quizzes and participation assignments each week. Quizzes may vary in size and may be practical or based on photographs. If it is necessary to go fully online during the semester, the laboratory will consist of reviewing images and taking quizzes.

Sheep liver fluke (*Fasciola hepatica*) stained



Liver fluke (preserved specimen)



TENTATIVE SCHEDULE OF TOPICS WITH READINGS

Date	Topics & Readings
Week 1:	2/1 Introductions & getting started 2/2 Introduction to lab 2/3 Parasitism (chapter 1)
Week 2:	2/8 Intestinal amebas (pathogenic & non-pathogenic) – chapter 3 2/9 Amebas 2/10 Free-living amebas; parasitism
Week 3:	2/15 Flagellates – <i>Giardia</i> , <i>Trichomonas</i> , non-pathogenic species (Chapter 4) 2/16 Quiz; Flagellates 2/17 Parasitism; diagnosis and diagnostic tools; parasitism (harm)
Week 4:	2/22 Trypanosomes (Chapter 5) 2/23 Trypanosomes & leishmanias 2/24 Leishmanias; drug treatment; virulence
Week 5:	3/1 Quiz; Malaria (Chapter 6) 3/2 Rejuvenation day 3/3 Babesia; vaccines and vector control; coevolution
Week 5	3/8 Other apicomplexans (Chapter 7) 3/9 malaria and misc. protozoa 3/10 Misc. protozoa; immune responses; behavioral change
Week 7:	3/15 Nematodes: Enterobius, Trichuris (Chapter 8) 3/16 EXAM; Nematodes 3/17 Nematodes: Ascaris; environmental control; hygiene hypothesis
Week 8:	3/22 Nematodes: hookworms and <i>Strongyloides</i> (Chapter 8) 3/23 Nematodes 3/24 Rejuvenation day
Week 9	3/29 Nematodes: <i>Trichinella</i> , <i>Dracunculus</i> (Chapter 8) 3/30 Nematodes 3/31 Nematodes: Zoonotic infections; emerging infections
Week 10	4/5 Filarial worms: <i>Wuchereria</i> , <i>Brugia</i> (Chapter 9) 4/6 Quiz; filarial worms 4/7 Filarial worms: <i>Onchocerca</i> ; <i>Dirofilaria</i> ;
Week 11	4/12 Adult tapeworms: <i>Diphyllobothrium</i> , <i>Taenia</i> (Chapter 10) 4/13 Tapeworms 4/14 Cospeciation

Date	Topics & Readings
Week 12	4/19 Larval tapeworms: Taenia, Echinococcus (Chapter 10) 4/20 tapeworms 4/21 Zoonotic tapeworms; zoonoses Book reviews due (option 1)
Week 13	4/26 Schistosomes (Chapter 11) 4/27 Quiz; schistosomes 4/28 Schistosomes
Week 14	5/3 Liver, lung and intestinal flukes (Chapter 11) 5/4 flukes, continued 5/5
Week 15	5/10 Tuesday schedule (lab) 5/11 Wednesday schedule (review; quiz) 5/12 Thursday schedule (no class) Book reviews due (option 2)
Week 16	5/17 TEST 12:00-3:20

IMPORTANT NOTES:

This schedule is tentative and subject to change, particularly given the ongoing pandemic. Check the announcements on Canvas each week to see what is required. Generally, test dates will not change but content covered on a test may change. The direction of change is likely to be dropping topics, not adding. Should we go to fully remote instruction, a modified schedule will be published.



IMPORTANT POLICIES

COMMUNICATION:

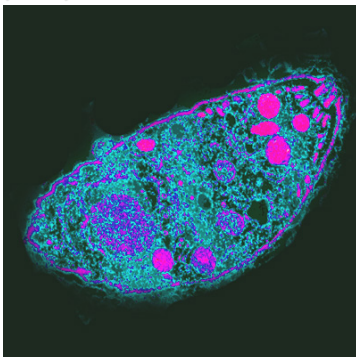
Set up Canvas to provide daily updates via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly. Besides online office hours, the fastest way to get in touch with me is via e-mail. Please include your name (not just your email address) and the course name or number in all e-mails sent to me. To preserve my work-life balance, I reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

ATTENDANCE AND EXPECTATIONS FOR CLASS:

There will be synchronous online sessions each week and an in-person laboratory. Synchronous sessions will be used for active learning discussion and student questions, not for lecture. Active participation is strongly linked to student success, and participation in the synchronous sessions will be strongly encouraged. Nonetheless, an asynchronous option will be available. Please contact me if you cannot participate for an extended period.

ACADEMIC INTEGRITY:

Breaches of academic integrity devalue the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. Examples of cheating on tests include (but are not limited to) collaboration or communication with others in any form. Plagiarism is the misrepresentation of the originality of your work. Either of these will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Ignorance of the policy or of the definitions of cheating or plagiarism will not serve to excuse the behavior.



APPEALING GRADES:

Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within one week of when the work is returned to you. The appeal should contain a brief written explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. At the time that you turn in the work for appeal, we will schedule a conference to go over my response.

COPYRIGHTED MATERIALS:

Many of the materials that are provided to students in this course have been created by your instructor, by the textbook publisher, or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is prohibited without the author's consent. Thus, you are prohibited from sharing or posting copyrighted material to any websites outside our course Canvas site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g., sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against sites that provide instructor materials, and that posting or selling copies of materials to such sites may put you in legal jeopardy.

MISSING SUMMATIVE QUIZZES AND TESTS:

For the summative quizzes and tests, making these up within a few days is usually not a problem. However, if you are unable to take a test for a prolonged period of time, you will need to take a different test so that I can return tests to other students. Please contact me as soon as you know there is a problem so we can work out a solution together.

EXTENSIONS ON THE BOOK REVIEW:

Extensions on the first deadline for the book review will be limited; at some point, you may need to wait for the second deadline. Because the second deadline is near the end of the semester, an extension may require accepting an incomplete grade initially. Please contact me as soon as you know there is a problem so we can work out a solution together.

MISSING DAY-TO-DAY ASSIGNMENTS:

The benefits to learning of completing the online assignments are greatest if you use these to stay caught up on the reading and modules. Because of the pandemic, I understand you may sometimes have difficulty with completing assignments. Please contact me as soon as possible when you are having trouble completing assignments, and be prepared to propose and discuss solutions. If you will be unable to complete course work for a week or more, please contact me along with the Dean of Students, Dr. Sancilio. Similarly, if you are working with Disabilities Services and have accommodations related to due dates, please meet with me early in the semester to discuss your accommodations, and notify me if you will be unable to complete assignments for a week or more, or if you need additional flexibility.

MISSING LABORATORY QUIZZES AND TESTS

Setting up laboratory quizzes and tests can be very difficult and time-consuming. Missing these will mean substituting a different type of assignment. Without jeopardizing your health or the health of anyone else in our class, make every effort to attend lab in person. Accommodations for disabilities are also very limited; please consult with me early and we can work with the Office of Accessibility Services to determine how best to meet your needs within the constraints of the course and materials.

EXPLANATION OF FINAL GRADES:

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Canvas is set to display this. The distribution is as follows: A: (93%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), E (<60%)



FOR YOUR CONSIDERATION

IMPORTANT DISCLAIMER:

Even though we will discuss diagnosis throughout the course, you will not be qualified to diagnose parasitic diseases on completion of this course. It is especially important not to use the class as an opportunity to self-diagnose.

CLASS FORMAT:

The lecture portion of this class will be fully online this semester. There will be two synchronous sessions per week scheduled at the time shown in the master schedule. Transfer of information through lecture will make up only a portion of class time, and small group discussion or discussion with the full class will make up the rest. You must obtain your first exposure to new ideas outside of class through independent reading and other assignments to make meaningful discussion possible. An asynchronous alternative will be provided. Learning online may require adjustments; please talk with me if you are having difficulty with making the transition.

INCLUSIVE LANGUAGE:

Parasitology is about people as well as about health and disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the context of Parasitology is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as we learn from each other in community. Please let me know (and let other students know) if you are uncomfortable with language used, and help us all to learn from your perspective and experiences.



TOPICS INCLUDED:

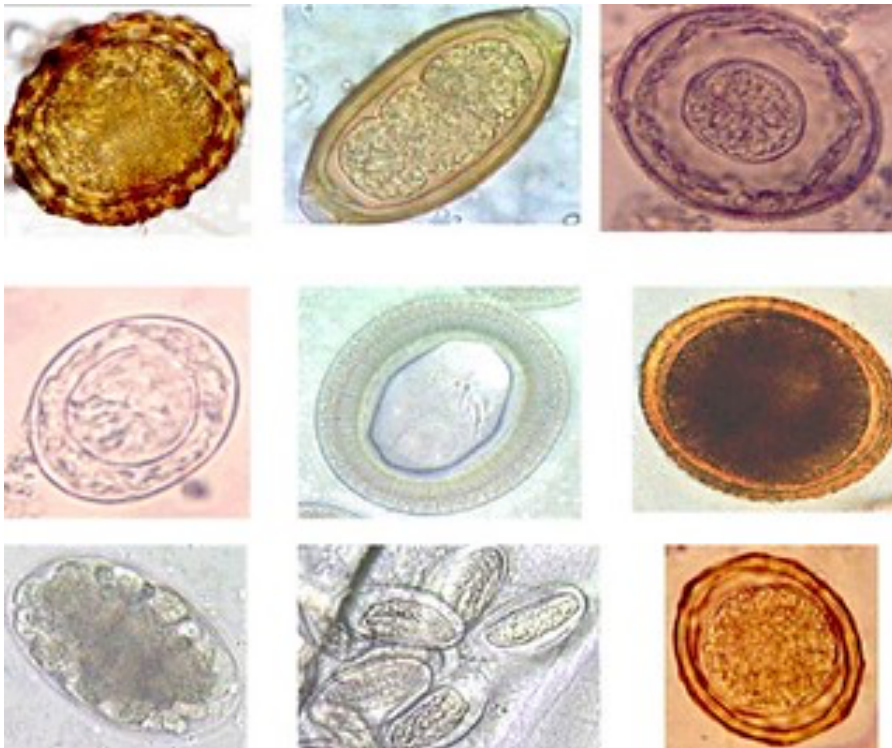
Parasitism is the predominant trophic mode on earth, and the range of organisms we could examine is enormous. In this course, we will focus primarily on protozoa, helminths and arthropods that parasitize animal hosts including humans. Viruses, prokaryotes, fungi and plants are largely excluded.

DIFFICULT DISCUSSION TOPICS:

In this class, you will see some graphic and disturbing images. Understanding disease transmission requires discussing bodily functions and behaviors that you may not normally discuss in public. Treating others with respect, both those present in the room, and those portrayed in images, videos and case studies, is essential for learning.

EVOLUTION:

The Theory of Evolution provides the central explanatory framework in biology, and will be an important theme running throughout the Parasitology course. I welcome the opportunity to discuss any questions or concerns you may have about evolution, including those related to religious belief.



STUDENT SUCCESS RESOURCES

Listed below are a number of resources that can help support students' academic success and individual well-being. These statements may be shared through course syllabi as a way to inform students about campus resources.

ACADEMIC SUPPORT INFORMATION AND RESOURCES

GENESEO MISSION AND VALUES

SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: <https://www.geneseo.edu/about/mission-vision-and-values>
- Community Commitment to Diversity, Equity, and Inclusion: <https://www.geneseo.edu/diversity/commitment>
- Geneseo Learning Outcomes for Baccalaureate Education: <https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education>

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, the Math Learning Center, and a range of department-based tutoring centers

- Online tutoring through the SUNY-wide STAR-NY system (www.starny.org/tutoring_schedule)
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Center for Academic Excellence 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>.

ACCESSIBILITY

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review 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 letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the Office of Accessibility is available at <https://www.geneseo.edu/accessibility-office>.

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.

COMPUTER AND TECHNOLOGY SUPPORT

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self help guides on a range of computer issues, including access to the campus network, Canvas, printing, software guides, and other resources. The CIT Self Help Guides at wiki.geneseo.edu/display/cit/CIT+Self+Help can be helpful in finding quick solutions to basic technology issues.

Geneseo students, faculty and staff have FREE access to the entire [LinkedIn Learning training library](https://www.geneseo.edu/display/cit/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 wiki page](https://www.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library). (<https://www.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

RELIGIOUS OBSERVATIONS AND CLASS ATTENDANCE

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see <https://www.geneseo.edu/apca/classroom-policies>). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange make up plans. A calendar of major religious observations may be found at: https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html

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) 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.

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.

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 at the Lauderdale Center for 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 at health.geneseo.edu.

FOOD SECURITY FOR SUNY GENESEO STUDENTS

SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact Dr. Leonard Sancilio, Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM

Wednesday: 4 PM - 6:30 PM

Thursday: 10 AM - 2 PM

If you have any questions please contact Dr. Leonard Sancilio, Dean of Students at: sancilio@geneseo.edu or 585-245-5706.

RESOURCES RELATED TO COVID-19

ALL CLASSES

HEALTH AND WELLBEING IN A STRESSFUL TIME

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. Because the learning environment will be different than it has been in the past, the indicators that usually let you know something is wrong may not be as clear to you or those around you as they would be during a typical semester. Additionally, the ways in which you normally engage in self-care may have been disrupted. Please remember that it's never too late to ask for help. The [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources. The college also has collected resources in a [Coping with COVID webpage](#).

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, if I am a bit late posting a video lecture, 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.

CLASSES WITH ONLINE COMPONENTS:

ACCESSIBILITY OF COURSE MATERIALS

All course materials are available on Canvas 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.

ATTENDANCE AT “LIVE” OR “SYNCHRONOUS” ONLINE SESSIONS

Accessing course materials online may be challenging - we've all experienced things like unforeseen emergencies and internet disruptions. Although this course includes some “live” or synchronous course activities, we can all be understanding about the challenges posed by the COVID-19 pandemic and 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.

GETTING HELP WITH 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, 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 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.