

Biology 347: Biology of Vertebrates

SYLLABUS – Fall, 2024



What is this course?

Course Description

A survey of the classification, structure, physiology, behavior, and ecology of the classes of vertebrates is presented through lectures and laboratory exercises. Credits: 4 (3-3)

Course Format

For the Fall of 2024, the lecture and lab are fully in person. If you cannot be in class, you can complete assignments asynchronously; synchronous remote participation is not possible. Please note that missing lectures or labs frequently has a negative impact on success in this course. Contact me for assistance if you are unable to come to class. Lectures this semester are Tuesdays and Thursdays from 12:30-1:45, and lab is on Tuesday from 2:00-4:50.

Overview of Content

We will survey vertebrate diversity very broadly in this course, starting with the origins of the Phylum Chordata and other related animal groups. The vast majority of vertebrates that have lived on earth are extinct, and the majority of extant vertebrates would generally be described as fish. Our primary focus will be major events in the evolutionary history of vertebrates.

Who is teaching this course?

Contact information

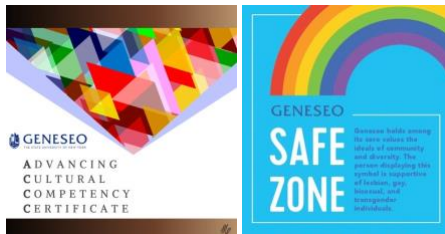
Dr. Susan Bandoni Muench

bandoni@geneseo.edu

Office: ISC 332A

Phone: 585-245-5309

Office hours: Mondays, 12:00-12:50; Thursdays 11:00-11:50; Fridays 12:30-1:20 and by appointment.



What will you learn?

Learning Outcomes

Course learning outcomes:

Students who are active participants and complete all course requirements will be able to:

1. Make and interpret phylogenetic classifications, and explain in writing their significance in contemporary organismal biology.
2. Describe the evolutionary history of vertebrates as inferred through phylogenetic analysis and the fossil record, and explain how these inferences are made
3. Analyze form-function relationships and recognize and explain examples of adaptation and constraint.

4. *Demonstrate in writing solid understanding of the evidence for the occurrence of evolution, and analyze critically examples of objections and misinformation*
5. *Use scientific knowledge to interpret examples and case studies and address real-life problems involving vertebrates.*
6. *Explain the impact of human activities on vertebrate biodiversity.*
7. *Communicate knowledge of vertebrates to diverse audiences in a variety of formats*

Program 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.

What will you need for this course?

Required text: *Pough, FH et al., Vertebrate Life, 11th edition. Any format is fine, and there are no electronic supplements. You are free to buy the previous edition, but support is not provided and you do so at your own risk. I would recommend not going back more than one edition because of updates in the field.*

Laboratory resources: *We will make extensive use of a variety of resources available through Brightspace. You will need a lab coat and protective eyewear (goggles or prescription eyeglasses) for dissection.*

Brightspace: *Lecture presentations, laboratory resources, and supplemental material will be available on Brightspace. A weekly announcement in Brightspace provides specific information about readings and day-to-day assignments required each week.*

How will you demonstrate what you've learned in this course?

Evaluation – Summary

<i>Day-to-day activities (Reading quizzes, engagement assignments)</i>	12%
<i>Mini-Tests (4 at 4% each, drop lowest)</i>	15%
<i>Tests (3, 14% each)</i>	42%
<i>Laboratory (observations and notes plus reflections)</i>	16%
<i>Short research paper on vertebrate conservation</i>	15%

Detailed Information About Evaluation

Below is a brief description of the quizzes, in-class assignments, tests, lab quizzes and writing assignment that contribute to your grade. This class is structured around segments of lecture interspersed with discussion in small groups or with the full class. Obtaining your first exposure to new information outside of class through independent reading and video and through other assignments will make meaningful class discussion possible. Every assignment and activity is designed with a goal of assisting you to learn. If you are not seeing the purpose or benefit of what we are doing, please ask me!

Day-to-Day:

Every week, there are multiple choice quizzes on the vertebrates we are discussing. These ensure that you have a foundation of essential vocabulary and an understanding of evolutionary concepts that will enable us to have substantial discussions in class. Most class periods, there will be either a worksheet with questions for discussion and practice; these are called engagement assignments. You will scan these and turn them in after class. Except for the quizzes, these assignments are generally graded pass-fail with class feedback, rather than being graded.

Mini-tests

Mini-tests are short practice tests that include short answer and short essay questions, and provide practice for the skills needed for the tests. Question formats will vary, and some questions will require you to analyze or evaluate information. Some questions will require you to apply your learning to a specific scenario. There is a required group component. These are generally done in the lab period. There are two of these before test 1, and one each before tests 2 and 3.

Tests

There are three larger tests, spread roughly equally through the semester. Some questions may be available ahead of time or drawn from the mini-tests. The format will be similar to the mini-tests but longer.

Project

There will be a short written assignment requiring that you read primary literature addressing conservation planning for a less charismatic vertebrate species that you select yourself. You will work with a partner for this project.

Laboratory

In the laboratory, you will make observations and collect data each week, and you will submit your lab notes and a reflection for each lab. Some assignments will be individual and some may be completed in groups. We will have some lab quizzes as well. Groups will sometimes give oral or poster presentations on their findings; these will be relatively informal.

Explanation of final grades

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no limits on numbers of high grades, and 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, 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%).

Appealing grades

Any graded work may be submitted for reevaluation along with a written appeal. Appeals must be submitted promptly, within two weeks 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 discuss the issues.

What is our schedule for the semester?

Week	Tuesday	Thursday	Lab
1	8/27 Introductions	8/29 Animals and Phylogeny chapters 1 & 2	Phylogenetics review; chordates
2	9/3 Chordates and phylogeny Chapters 1 & 2	9/5 Vertebrate origins Chapters 1 & 3	More phylogenetics; fossils; conservation project Mini-test

<i>Week Reading</i>	<i>Tuesday</i>	<i>Thursday</i>	<i>Lab</i>
3	9/10 <i>Extant agnathans</i> <i>Chapter 3</i>	9/12 <i>Origin of jaws, paired fins</i> <i>Chapter 3</i>	<i>Shark dissection</i>
4	9/17 <i>Living in water</i> <i>Chapter 4</i>	9/19 <i>Chondrichthyans</i> <i>Chapter 6</i>	<i>Shark dissection</i> <i>Mini-test</i>
5	9/24 <i>Osteichthyan origins</i> <i>Chapter 7</i>	9/26 * <i>Test 1</i>	<i>Fish skull; fish diversity</i>
6	10/1 <i>Teleosts</i> <i>Chapter 7</i>	10/3 <i>Tetrapod origins</i> <i>Chapters 8</i>	<i>Amphibian diversity</i>
7	10/8 <i>Amphibian and amniote origins, chapter 9</i>	10/10 <i>Lissamphibians</i> <i>Chapter 12</i>	<i>Amphibian diversity</i>
8	10/15 <i>Fall Break</i>	10/17 <i>Living on land</i> <i>Chapter 13</i>	<i>Fall Break – No Lab</i>
9	10/22 <i>Ectothermy and endothermy, chapter 14</i>	10/24 <i>Lepidosaurs, chapter 15</i>	<i>Squamate diversity; snake venom lab</i> <i>Mini-test</i>
10	10/29 16 <i>Turtles</i>	10/31 * <i>Test 2</i>	<i>Snake venom lab</i>
11	11/5 <i>Crocodylians, chapter 17</i>	11/7 <i>Origin of dinosaurs, chapter 18</i>	<i>Archosaur diversity</i>
12	11/12 <i>Theropods and origin of birds, chapter 19</i>	11/14 21 <i>Extant birds</i> <i>Chapter 21</i>	<i>Bird flight</i>
13	11/19 <i>Extant birds</i> <i>Chapter 21</i>	11/21 <i>Synapsid origins, chapter 22</i>	<i>Mammal form, function and diversity</i>
14	11/26 <i>Therians, chapter 23</i>	11/28 <i>Thanksgiving</i>	<i>Work on projects</i>
15	12/3 24 <i>Therians, chapter 23</i>	12/5 <i>Therians, chapter 23</i>	<i>Conservation Presentations</i>
16	12/10 <i>Study Day</i>	12/11 <i>Test 3*</i> 12:30-2:10	

Important notes regarding the schedule

This schedule is tentative and subject to change. Generally, test dates will not change but content covered on a test may change. Changes to the schedule, assignments and content delivery mode may be necessary after the semester has started. If this is the case, I will prioritize student. Check the weekly announcements for any changes.

What if something out of the ordinary happens?

Attendance and expectations for class:

The lecture and laboratory sessions are in person unless I am sick or quarantined. Research indicates that attendance is strongly linked to student success, and your active participation in class is not only vital to your own learning but also contributes to other students' learning. Because of the structure of the classroom and the design of classroom activities, simultaneous in-person and remote participation is not possible. If you are unable to participate in person, daily engagement assignments can be completed by working with the course materials on your own and with assistance in office hours. Engagement assignments help you keep up with the content, and will generally not be excused if you miss class. The exception to this is if you are missing all of your classes for a week or more and working with the Dean of Students (deanstu@geneseo.edu).

Missing Mini-tests or Tests

For the mini-tests and tests, it will be possible to make these up if you can do so fairly soon after the rest of the class. However, if you are unable to make up a test for a longer period of time, we will have to make a different plan involving a different test or a grade recalculation. You may miss one group quiz and retain the group grade adjustment, but if you are absent for multiple group quizzes, you will forfeit any group bonus. Please contact me as soon as possible when you can't take a test, and be prepared to propose and discuss solutions.

Missing Day-to-Day assignments

The benefits to learning from completing the assignments are greatest if you use these to stay caught up on the reading and class activities. Most of the due dates are flexible, but these should be completed before the test on the material included. Please contact me as soon as possible when you are having trouble completing day-to-day 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 (deanstu@geneseo.edu). If you are working with Accessibility Services and have accommodations related to due dates or class attendance, please meet with me early in the semester to discuss the supports that you need.

Missing laboratory

Laboratory experiences are not easily replicated remotely, and it isn't always possible to keep materials out for multiple weeks. Without jeopardizing your physical or mental health or the health of others in our class, make every effort to attend lab, or to make up missing work within a few days. For lab quizzes, accommodations for disabilities are very limited. Specifically, lab quizzes need to take place in the lab classroom. 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.

Extensions on the Project

Because the final project is due near the end of the semester, extensions on the project will be limited. Please contact me as soon as you know there is a problem so we can work out a solution together. Because you will be working with a partner, separate solutions for each partner may be needed.

How do we maintain a respectful classroom environment?

SUNY Geneseo's Commitments, 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](#)
- [Community Commitment to Diversity, Equity, and Inclusion](#)
- [Geneseo Learning Outcomes for Baccalaureate Education](#)

Communication:

Set up Brightspace to provide daily updates via email or text message to ensure that you receive updates or changes to the schedule. Check Brightspace announcements regularly and ensure that you have set up notifications. This will allow you to avoid surprises with any changes in schedule.

Besides office hours, the fastest way to get in touch with me is via e-mail. To preserve my work-life balance, I sometimes delay answering emails sent after 5 pm or on the weekends until the start of the next business day. If I am unable to respond to a question about an assignment quickly, I will not penalize you for submitting it late.

Land Acknowledgment

Land acknowledgements are expressions of sorrow and remembrance to those whose historic territory one resides on. Geneseo resides on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. I encourage you to learn more about these original occupants and those indigenous to other places you have lived. You may consider using the Native Land app and/or websites such as sni.org to learn more about the community of more than 7,000 enrolled Indigenous Peoples.

Religious observances

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 observances, or if your participation may be affected by religious practices such as fasting, please contact me to discuss your needs and make alternative plans. 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 [General Classroom Policies for more information](#)). The New York State Department of Civil Service maintains [a calendar of major religious observations for 2024](#).

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 or have required training and need to miss classes, please let me know as soon as possible, along with the Dean of Students.

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.

Guidelines for Attendance and Public Health

SUNY Geneseo is a residential liberal arts college where we all learn together in shared spaces. 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. Because I want you to be successful and because I value your contribution to the course, I expect you to prioritize attendance as much as you can.

Respiratory infections are common on our campus at times, and it's possible some of you may get infected with COVID or influenza over the course of the semester. Please consider the possibility that these infections may be more dangerous for some members of our learning community, and that some individuals in our classroom may share living space or spend time with people whose health is more fragile.

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 test negative and feel well enough to attend (no fever without fever-reducing medication), put on a 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, 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.

Accessibility

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. [The Office of Accessibility](#) (OAS) will coordinate reasonable accommodations for persons with disabilities to ensure equal access to academic programs, activities, and services at Geneseo. 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. Questions? Contact the OAS by email, phone, or in-person (Erwin Hall 22, (585) 245-5112) or [email the Office of Accessibility Services](#)

Diversity and inclusion

I intend for this course to serve students from all backgrounds and with different perspectives. Student diversity is an asset and a resource, and benefits everyone here. It is my intent for course activities to be respectful of diversity including gender, sexual orientation, ability, age, socioeconomic status, ethnicity, race, culture, religion and other background characteristics. I have designed instruction in this course to support the needs of diverse learners. I welcome discussion and feedback about how the instructional approach works for you, and let me know if you have suggestions for increasing learning or inclusivity in this course.

Academic integrity:

Breaches of academic integrity devalue the work of other people. Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. I take plagiarism and other forms of academic dishonesty seriously. In other words, you are responsible for doing your own work. You may not reuse work from other classes, use the work of another student or plagiarize published or unpublished work or use AI to generate assignments.

I enforce Geneseo's plagiarism policy. You can find more information about the policy here: [Geneseo's Academic Dishonesty Policy](#). Upon request, I expect you to be able to show your work or process for completing assignments including notes, brainstorming sheets, drafts, or outlines created in the process of writing a paper or assignment.

Geneseo's Library offers [online tutorials](#) on avoiding plagiarism to help students understand how to paraphrase, quote, and cite outside sources properly. This training is offered online via Brightspace, and you can sign yourself up for the tutorial. While the first thing most people think of when they hear the word plagiarism is intentional plagiarism, you can also plagiarize without intending to. I believe this class will help you develop and/ or strengthen the skills you need to avoid unintentional plagiarism. I am happy to help you if you have questions or are struggling with this. Come talk to me during office hours or by appointment if you have questions or want help. Ultimately, you are responsible for avoiding plagiarism, but there are many resources and ways to get help.

Doing your own work also means that you should not utilize tools like Chat-GPT for any aspect of our course work unless this is built in to the assignment structure. Use of such tools outside of the context of an assignment designed to incorporate their use is not only cheating, it will also deprive 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.

Either cheating or plagiarism will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Claiming ignorance of the policy or of the nature of cheating or plagiarism will not serve to excuse the behavior.

(Modified with permission from a statement crafted by Emilye Crosby, Professor of History).

Copyrighted materials:

Many of the materials that are provided to students in this course have been created by your instructor 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 of our course Brightspace site. Also prohibited is sharing materials with more limited groups (e.g., sorority/fraternity test bank).

What support and assistance is available to you? Campus Resources for Student Success.

Academic Support Services

The campus provides a range of support services to help students thrive in their classes, but many are not applicable for upper-level electives. Your first and best option in this course is to visit me during office hours, or to make an appointment. You may also be able to get online tutoring through the [SUNY-wide STAR-NY system](#).

I can also provide assistance with study skills in office hours and individual appointments. You can also obtain academic assistance of a more general from the following Geneseo programs:

- [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".
- 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 online.

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. Students can book a research help meeting during the librarians' office hours or [email their questions](#). Learn more at the [Library's website](#).

Sherry Larson-Rhodes is the librarian for this course. She can meet with you to find information, format citations, and brainstorm and narrow your research topics. You can schedule a meeting with her (in-person or online) at <https://geneseo.libcal.com/appointments/aotero>. You may request a different meeting time by emailing her at rhodes@geneseo.edu.

Student Course Experience (SCE) Survey

During the last week of the semester, students are invited and encouraged to complete a four-item course experience survey through KnightWeb. Responses are completely anonymous at all times, and the results are only shared with instructors after final grades have been submitted. Instructors use the feedback to improve their courses in the future, and results from the SCE surveys are included in faculty portfolios used in renewal, tenure and promotion decisions. To participate: In a web browser, visit MyGeneseo. Select KnightWeb, Surveys, then SCE (formerly SOFI) Surveys. You are welcome to submit responses for each course listed.

Technology Support

CIT provides a range of technology support resources. 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 Brightspace, see below.

Getting Help with Brightspace

CIT has developed a number of resources that can help you learn how to use our learning management system, Brightspace, starting with the [Student Guide for Brightspace at Geneseo](#) self-help article, which includes links to video tutorials for common tasks. For technical assistance with Brightspace, please [email the Brightspace Support Team](#). For questions about a this course and its content, please contact me directly.

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](#), [Director of Multicultural Affairs](#), 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

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.

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. 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. 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.

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. I encourage you to seek support and to communicate to faculty and staff including me if you 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, visit the [Dean of Students Office website](#).

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 online](#). To request a counseling appointment, please [complete the online form](#).

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](#).

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](#), 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](#) 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 by email](#) or phone at 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.