Course Syllabus revised November 21, 2022

Freshwater Sustainability in the Anthropocene: using a systems approach to develop solutions for the world's most important resource

ECOL 2200

Professor: Dr. Amy Rosemond (she/her) (you can refer to me as Dr. Rosemond, 'Dr. R', or Amy; my pronouns are she/her)
Office: Ecology 189
Email: rosemond@uga.edu
Phone: 706-255-1677 (cell)

Credit Hours: 3
Prerequisites: none
Grading: UGA plus/minus A - F grading system
Tuesdays and Thursdays 9:35-10:50 a.m. Room 205, Barrow Hall (Building 1021). This is a very funky classroom in a very funky building – we will make the most of it!

Course format:
Most class periods will be a combination of lecture and discussion. Some class periods will be work sessions for your group projects.

Student hours: 4:00-5:30 on Thursdays or by appointment at an alternative time. I am happy to explain lecture material in more detail or discuss freshwater topics, your projects, your career goals, and other topics. You can make an appointment with me and I will respond within 48 hours. I also hope to facilitate some small group get-togethers during the semester. Stay tuned!

A culture of caring: I know this is an extremely challenging time for everyone. Thus, I will do my best to ensure a stimulating learning experience for you and will commit to a culture of shared empathy, respect, and active listening. I ask you to commit to these same principles as we learn and grow together this semester. I want this course to be a great source of growth, achievement, and enjoyment for each of you. Let me know if you need assistance or just want to discuss things at any time!

A culture of inclusion: The instructor and all students are asked to commit to an inclusive classroom culture in all communications and interactions. An inclusive classroom is a learning environment where the contributions of all students, their families/extended families, and their communities feel valued. It recognizes that every learner is unique and builds on our diversity of languages, cultures, and interests; and strives to identify and remove any barriers to achievement. Our course community seeks to affirm and center all voices and perspectives –

within and external to our group. If you have any concerns about our classroom environment at any time, you can reach out to me at (rosemond@uga.edu, cell: 706-255-1677). You are also welcome to reach out to our Undergraduate Advisor, Misha Boyd (mlboyd@uga.edu), the Undergraduate Program Coordinator, xxx, or the Dean of Academic Affairs (Pej Rohani (rohani@uga.edu) with any concerns. Please see below for other resources, including Student Care and Outreach.

A culture of honesty: *As a University of Georgia student, you agreed to abide by the UGA academic honesty policy. UGA Student Honor code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others". A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at* https://honesty.uga.edu/

"Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without providing proper documentation. Turning in academic work that is not your own is the highest academic violation.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. If you engage in any form of academic dishonesty, you will be subject to the judicial process at UGA in the Office of the Vice President for Instruction. For a description of the consequences of honesty violations, visit https://honesty.uga.edu/Academic-Honesty-Policy/Consequences_for_Honesty_Violations/.

Land and Labor Acknowledgement: I would encourage all of us to reflect on the fact that much of what we experience today at the University of Georgia is a result of the resources and work of people who came before us. In many cases, those resources were taken forcibly and/or without due compensation or respect. I would like to share this statement of land and labor acknowledgement developed by Dr. Ginny Boss in the UGA College of Education (with direct quotes by Z. Morris and T.J. Stewart).

> "As we gather together, we would like to acknowledge the land we live and work on by naming the Muscogee-Creek, Cherokee, and Chickasaw Peoples upon whose territory the University of Georgia stands. We further acknowledge the enslaved peoples, primarily of African descent, whose labor built much of the University of Georgia." (Morris, n.d.)
>
> Labor Acknowledgement: "We must acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the labor of enslaved Africans and their ascendants who suffered the horror of the transatlantic trafficking of their people, chattel slavery, and Jim Crow. We are indebted to their labor and their sacrifice, and we must acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today." (Stewart, 2021)

Morris, Z. (n.d.). Land acknowledgement. UGA Center for Teaching and Learning. Stewart, T. J. (2021, February 24). On labor acknowledgements and honoring the sacrifice of Black Americans. Diverse Issue in Higher Education. https://diverseeducation.com/article/206161/

Course description: This course provides a systems-focused conceptual basis for environmental problem solving, specifically addressing water issues. Systems approaches to sustainability, challenges of Anthropocene environmental change, and solutions to connected water-food-energy problems are explored. The course focuses on local to regional watersheds, water quality and quantity, biodiversity loss, communication, and systems change.

Course objectives and learning outcomes: Students will read, interpret, and discuss primary literature in systems thinking, food-water-energy nexuses, coupled social-ecological systems, and the problems and solutions associated with protection of water quality and aquatic biodiversity. Students will become knowledgeable about local water quality and management issues and develop associated communication materials in group projects. Students will become aware of systems based solutions to water quality problems and will develop research papers that describe water systems problems and solutions specific to Georgia.

Grading:

1. Reading responses (RRs) 40%
2. Group project 25%
3. Term paper 25%
4. Additional assignments and in-class quizzes 10%

Total = 100% Grading on A-F +/- using 2.5 grade bands (e.g, 87.5 = B+, 82.5 = B-)

Explanation of Assignments:

1. Reading responses (RRs). You will have a total of 15 reading responses to complete and submit prior to class. You are encouraged to write from your 'head and your heart' – and DO NOT PLAGARIZE THE CONTENT OF THE PAPER IN YOUR WRITING. Most importantly, you will have identified aspects of the topic that you want to discuss in class and will include those as bullet points on your RR. The RRs are a bit 'front loaded' in the schedule – you will complete 9 of these by the end of September and 6 more between mid October and mid November.
2. Group project. You will work with a group on a topic and presentation in the middle of the course. The most important things are to be a reliable and engaged team member and that together, your team tackles something creatively, with a high quality product.
3. Term paper. Plan to work on this as a 'thread' during the whole semester by determining what topic you are interested in and gathering information about the problem/issue and the solutions to it through the semester. Please do not wait until the end of the course to start on this in earnest. We will have 'mini' assignments for the paper along the way and you will need a complete a high quality draft of your paper for

review by two of your classmates by November 22. Once you revise your paper, the final version is due December 6th.

4. Additional assignments and quizzes. There will be just a couple of things – a problem set and a small quiz to make an additional 2.5% of your grade.

Readings:
Reading material consists of materials posted to eLC and selected journal articles. You are expected to be prepared to discuss the readings assigned in class, based on your prepared and submitted RRs.

1. Text: The D'Odorico et al. (2018) paper serves as the text for the course. You will be assigned some readings from it throughout the semester. It is posted on eLearning Commons (eLC).

2. Primary literature: PDFs of assigned papers are posted on eLC.

Make-Up Policy: If you have a known conflict with an assignment due date, please inform me in writing by e-mail at least 1 week prior to the conflict. An alternative due date will then be determined as appropriate. **Otherwise, assignments turned in after the due date will be penalized by 10% per day and will not be accepted more than 7 days after the due date.**

Discussion & Reading Response Guidelines:
You are responsible for reading assigned papers that will be discussed in class. You will need to write a 'Reading Response' to each paper prior to class. There are 15 of these assigned. You will submit these to eLC, and writing them will prepare you for the discussion. They will be graded on a scale of 1-10 (10 pts = 100%).

Rubric for grading reading responses (0-100%):
9.5-10 pts Complete, comprehensive, and exceptional insights.
9-9.5 pts Complete and comprehensive.
7.5-9 pts Reading response submitted with some good content, but incomplete in some way.
<7.5 pts Something is turned in but is significantly deficient.

The reading response should include this information – two main paragraphs- and bulleted points for discussion:

Please include your name and an abbreviated literature citation (e.g., Baron et al. 2002).

1. Paragraph 1. Briefly describe the background/important questions being asked in the paper. What was the hypothesis the authors tested, or new framework presented? What conclusions were reached?
2. Paragraph 2. What did you learn? What did you find compelling, insightful, or problematic about the paper. What questions did the reading bring up for you?
3. At least 3 bulleted discussion points or questions that you would like to address in our class discussion.

For example, a good 'Reading response' structure is:

Paragraph #1: Describe what the paper was about.

Paragraph #2: Describe your response to the paper. What did you think? What did it illuminate for you? How could the approach have been improved? What did it make you more curious about? What did it make you think about in terms of your own experience?

Points for discussion: Here are some ideas to get you going:

- How widespread is this issue?
- I have personally seen/have experience with this – have others?
- I have some ideas on a potential solution to this
- These are barriers to the solution to this
- This concept also relates to some of these other concepts
- There are these specific terms I don't understand; I have questions about the ___ e.g., method to measure 'x' ___.
- I think other people's awareness could be increased in this way
- This framework is useful or could be improved in this way
- Here are some social justice or social equity perspectives I would like to discuss more.
- What will happen to this with future climate change?

Reminder: On Discussion days, a **Reading Response** is due via an assignment folder on eLC BEFORE the discussion class period.

Participation policy:

Attendance and participation in class is expected as long as you are well. If you are sick or need to quarantine, please do not come to class. In that scenario, I will work with you to ensure that you don't fall behind on course content. **10 points will be deducted from assignment grades for class periods missed without an excuse.**

Topical Outline:

Weeks 1-2. Introduction to freshwater ecosystems, challenges in meeting equitable and resilient solutions for society and functioning ecosystems.

Weeks 2-4. Perspectives on water sustainability. Explore concepts of planetary boundaries, systems approaches to sustainability, and the challenges and concepts associated with the Anthropocene. Exploration of good practices, innovations and experiments that can provide for positive systems change.

Weeks 5-7. Further exploration of freshwater ecosystems, their requirements, and how they function. Introduction to Athens-Clarke County streams and watershed improvement plans and needs. Survey of lakes, streams, and rivers. Introduction to communication of environmental issues and the tools for creating informative video/story map content.

Weeks 8-9. Water pollution and water quality crises, including nutrient pollution, mercury pollution, synthetic chemicals, and environmental justice.

Weeks 10-11. Climate change, water availability, biodiversity loss, and environmental justice.

Weeks 12-16. Additional challenges and solutions. Synthesis of information via group projects to advance people, planet, and prosperity (also referred to as ecology, economy, and equity) here in Athens and GA-focused nexus solutions via submitted term papers.

----------START COURSE CONTENT FALL 2022--------

Challenges to Freshwater in the Anthropocene Weeks 1-2 Aug 18-Sept 8

First class – welcome!

1. Aug. 18 TH. Welcome to the course! Overview of class goals, activities, and methods. What do you see as the main issues in the connections between food, water, and energy? What role can you play in addressing some of these issues? What is the Anthropocene and what is a systems approach? Education, awareness, and problem-solving are so important!: short film, 'What you take away'! **Prior to class:** Read Bowser et al. (2020 – 1 page!) and b) 'Introduction' and 'The Food System' sections of D'Odorico et al. 2018 (pp. 456-468). The D'Odorico et al. (2018) paper will provide a good foundation for the course, will serve as your textbook, and is a great reference for food-water-energy nexus issues. Think about what topics you are interested in for your term paper. Your topic will be about a Food-Water or Energy-Water issue in GA (with environmental justice and climate change implications as applicable) and solutions to the issue. Read ahead in the syllabus for ideas and references.

Week 1 – Two RRs this week.

1. Aug. 23 TU. Discussion: Approaching freshwater sustainability through an environmental justice and equity perspective. **Prior to class:** Read Polk and Diver (2020). Submit Reading Response (RR) to eLC prior to class.

2. Aug 25 TH. Discussion: Connections and communication. **Prior to class:** Watch the film "Riverwebs. A film about life, death, science and streams". Submit Reading Response (RR) to eLC prior to class. We will review the timelines and rubrics for group and individual projects at the end of class.

Week 2 – Two RRs this week.

3. Aug 30 TU. Discussion and Lecture: How do we meet ecological and societal needs for freshwater? **Prior to class:** Read Baron et al. (2002) and write your RR on that. In addition, read D'Odorico et al (2018) 'The Water System' and 'The Energy System' sections (pp. 469-476). Familiarize yourself with the Georgia State Water Plan and the Georgia Climate Project (3 ppt slides). Submit RR to eLC prior to class.

4. Sept 1 TH. Discussion and Lecture: Planetary boundaries and the Anthropocene. **Prior to class:** read Steffen et al. (2015) and Handout: Definitions associated with sustainability science in the Anthropocene. Brainstorm about your term paper topics (see resources/ideas on eLC) Submit RR to eLC prior to class.

Perspectives on freshwater sustainability Weeks 3-4 Sept 8-Sept 15

Week 3 – One RR this week and a paragraph about your final paper.

5. Sept 6 TU. Your relationship with water infrastructure. Guest lecture and discussion leader, Hayley Joyell Smith, doctoral candidate, Warnell School of Forestry and Natural Resources.

6. Sept 8 TH. Discussion and Lecture: Systems view of sustainability. **Prior to class:** read Lui et al. (2015). Submit RR to eLC prior to class. Submit a paragraph that describes the potential focus of your research paper. Read 'Food-Water Nexus' and 'Water-Energy Nexus' sections of D'Odorico et al. (2018) (pp. 476-486) to develop your thinking about food-water-energy nexuses – and how they play out in Georgia. What nexuses interest you? Where could we improve water quality/system resilience in GA?

Week 4 – Two RRs this week.

7. Sept 13 TU. Discussion and Lecture: Alternative scenarios for the future: Yahara case study. How can this be applied to Athens and the Oconee River? Is there a way to envision Athens stream improvement based on the 'triple bottom line' of 'planet, people, profit' (i.e., how can we encourage management that improves stream quality, in a socially equitable way, that might also provide some economic benefit?). **Prior to class:** read Carpenter et al. (2015). Submit RR to eLC prior to class.

8. Sept 15 TH. Discussion and Lecture. What are the most promising 'Seeds of a good Anthropocene'? **Prior to class:** read Bennett et al. (2016). In your RR, describe your own ideas for 'current examples of good practice, innovations and experiments (i.e., 'good seeds' that we could be using in GA, Athens-Clarke County, and the world). What 'good seeds' lead to positive systemic change? Submit RR to eLC prior to class. Guest lecture co-leader: Laura Naslund, Odum School of Ecology doctoral student.

Water as a living system, diving into communication Weeks 5-7 (Feb 5-21)

Week 5 –One RR this week and a paragraph about ACC streams.

9. Sept 20 TU. Discussion and Lecture: Streams and rivers, their condition in the U.S., and flow as a 'master variable' for stream ecosystem function. **Prior to class:** Read Kennedy et al. 2016 and National stream and rivers assessment executive summary. Submit RR to eLC prior to class.

10. Sept 22 TH. Lecture and activity: What is the condition of streams and rivers in Athens, GA and how can they be improved? Introduction of ACC streams, ACC Watershed improvement plans, and the Upper Oconee Watershed Network. Prior to class, explore these watersheds on the Upper Oconee Watershed Network website http://uown.org/UOWN-Wordpress/education/wheres-my-creek/. Click on the various creek names to learn about them: Bear, Big, Brooklyn, Carr, Cedar, Hunnicutt, Malcolm Branch, McNutt, Sandy, Shoal, Tanyard, Trail, Turkey, Walton – or the larger rivers that these creeks flow into: the Middle Oconee and North Oconee Rivers.

Write up a short paragraph about an ACC watershed of your choosing and turn that in prior to class on Thursday (QUIZ). Include the following information: Where is it generally located in town? What neighborhoods and businesses are part of the watershed? Is the stream or river in good or bad ecological condition? What are the water quality issues for that stream/river? What are solutions you would propose?

You can use (but do not plagiarize the information on) the UOWN website. You can also see the watershed improvement plans (links below) that give you more in-depth information. The watershed improvement plans come from ACC https://www.accgov.com/1883/Watershed-Management. The paragraph will go into your 'additional assignments' grade for the course.

The last 30 min of class, meet with your group and start thinking about a 'triple bottom line' vision for one or more watersheds that includes economic and equitable well-being. Envision Athens (and associated initiatives) and ACC have a lot of great ideas that your projects could partner with. Think 'local' and 'watershed based' when conceiving of your project! You can also think as broadly as 'Oconee 2080'. Check out various initiatives in Athens that are working towards prosperity and well-being https://www.accgov.com/7382/Envision-Athens.

Hunnicutt Creek (2010), Brooklyn Creek (2010), West Fork of Trail Creek (2010)

Cedar Creek (2011), Tanyard Creek (2011), Shoal Creek (2014), Bear Creek (preliminary, 2018)

East Fork of Trail Creek (preliminary, 2018), Malcolm Branch (preliminary, 2018)

Middle Oconee (preliminary, 2018), North Oconee (preliminary, 2018)

Sandy Creek (preliminary, 2018), Sulphur Spring Branch (preliminary, 2018)

Turkey Creek (preliminary, 2018), Walton Creek (preliminary, 2018)

Week 6 – One RR this week and Proctor Creek discussion questions.

11. Sept 27 TU. Discussion and Lecture. Wastewater and drinking water systems. Guest Lecturer, Hayley Joyell Smith, doctoral student, Warnell School of Forestry and Natural Resources. Prior to class, watch 3 short videos and answer questions on wastewater systems (QUIZ) Meet with your group between Sept 27-Oct 4 to develop group project ideas.

12. Sept 29 TH. Proctor creek, Envision Athens. Discussion. Non-point source pollution and Environmental Justice. Focus on Proctor Creek, Atlanta, GA and making connections to Athens. https://www.epa.gov/urbanwaterspartners/urban-waters-and-proctor-creek-watershedatlanta-georgia **Prior to class:** Read Case Study: Proctor Creek and submit answers to discussion questions on p. 7 on eLC (QUIZ).

Week 7 – No RRs this week. Group project ideas due (as PPT on Monday and paragraph on Friday).

13. Oct 4 TU. Groups each have several minutes to describe their ideas for projects for 'People, Planet, and Prosperity in Athens Clarke County' (PPPACC) and get feedback (groups are encouraged to have something like 1-3 PPT slides for their presentation). Use 4-5 minutes to present ideas, and receive 4-5 minutes of feedback.

14. Oct 6 TH. Introduction to science communication / technical workshop on video or story map storytelling. (Guest instructor: Ben Taylor, Odum School of Ecology graduate student and communications expert).

Systemic water pollution / water quality crises

Week 8 - Two RRs this week. Revised group project description and outline or storyboard (Friday).

15. Oct 11 TU. Discussion and Lecture: Mercury pollution. How common is this in GA? How does Mercury move through aquatic food webs? **Prior to class:** read pp 170-177 of Eagles-Smith et al. (2018). Submit RR to eLC prior to class. Guest lecturer: Laura Naslund, Odum School of Ecology doctoral student.

16. Oct 13 TH. Discussion and Lecture: Nutrient pollution and mitigating the expansion of harmful algal blooms. **Prior to class:** read Paerl et al. (2018). Submit RR to eLC prior to class. In class we will have 30 minutes to work on your group projects.

Friday Oct 14, 8 pm. Groups: Turn in (A) a 1 to 2 paragraph written description of PPPACC project and (B) a plan of how you will convey your story in class, as a detailed description as outline or storyboard.

Climate change, water quantity, environmental justice

Week 9 – No RRs this week. Your Term paper outline is due Friday!

17. Oct 18 TU. Discussion. Drinking water and environmental justice and focusing on Flint, MI. **Prior to class:** Read Pauli (2020). NO RR (QUIZ)

18. Oct 20. TH. Discussion and Lecture: Lakes and reservoirs '101' and decisions about when/why they should be removed. **Prior to class:** read Hemming et al. 2022. Be prepared for discussion – NO RR (QUIZ) Guest lecturer: Laura Naslund, Odum School of Ecology doctoral student. Also consider: Hydropower and environmental justice. https://www.bbc.com/news/world-latin-america-50645215

Friday, Oct 21, 8 pm. Submit your research term paper outline (with 5 references identified) to eLC by 8 p.m.

Week 10 – One RR this week.

19. Oct 25 TU. Discussion. Climate change and water availability. Fourth National Climate Assessment Chapter 3: Water. **Prior to class**: read Lall et al. (2018). https://nca2018.globalchange.gov/chapter/3/ Also – these are amazing resources: the U.S. Climate Resilience Toolkit – and this section on Social Equity. https://toolkit.climate.gov/topics/built-environment/social-equity. Analysis of climate change

impacts on different energy sources (natural gas, solar, coal, nuclear). See https://toolkit.climate.gov/topics/energy-supply-and-use/building-resilience-energy-supply-and-use.

20. Oct 27 TH. Discussion. Freshwater biodiversity loss. **Prior to class:** read van Rees et al. 2020. Special RR based on your groups. Guest lecturer: Dr. Charles van Rees Submit RR to eLC prior to class

Week 11 – No RRs this week. Group project presentations.

21. Nov 1 TU. Presentations of videos or story maps

22. Nov 3 TH. Presentations of videos or story maps

More challenges, and yes, solutions

Week 12 – One RR this week.

23. Nov 8. TU. Discussion. Water management considerations, perspectives and values due to climate change. Guest lecturer: Dr. Don Nelson, Department of Anthropology. Prior to class: **Prior to class:** read Nelson et al. (2020). Submit RR to eLC prior to class.

24. Nov 10 TH. Discussion. Engineering solutions in the face of climate change – employing natural infrastructure. Prepare for class by reading materials and viewing the short video on ELC. Guest lecturer: Dr. Kyle Mckay, US Army Corp of Engineers. No RR.

Week 13- One RR this week.

25. Nov 15 TU. Lecture and Discussion. The Georgia Climate Project. Georgia Climate Stories. Georgia Drawdown. Guest lecturer: Rachel Usher, Georgia Climate Project. No RR.

26. Nov 17 TH. Discussion about P. Our phosphorus future. Please read the Executive Summary and Chapter 9 "Towards our phosphorus future". Your RR should be a letter to a US Senator - urging them to promote US action on this issue. Submit RR to eLC prior to class.

Week 14 – Complete draft of your paper due by Monday 11 pm. Everyone will receive 2 other papers to peer review. No RRs this week.

Monday, November 21. Submit a complete draft of your paper for peer review on eLC by 11 pm on the 21st. You will receive 2 papers to review by class time on the 22nd. You will be returning your reviews on the 29th.

27. Nov 22 TU. Film and discussion. "Upriver" – A film about river restoration by Freshwaters Illustrated. If you are unable to attend class, view the film outside of class and submit a written reflection by 11:59 pm on Nov 28.

28. Thursday, Nov 24. – no class! Thanksgiving holiday!

Week 15 – Submit your peer review comments on eLC on Tuesday Nov 29th. No RRs this week. Receive peer review comments and revise and improve your papers accordingly.

Nov 28 MO – Class Party – 5:30 pm Ecology Gallery.

29. Nov 29 TU. Lecture and Discussion: How to leave more water for functioning freshwater ecosystems? Water reuse and water reuse policy. Guest lecturer: Dr. Megan Hopson. **Prior to class:** read Hopson and Fowler 2022. (QUIZ)

    Return/receive peer review of papers to eCL.

30. Dec 1 TH. Lecture and Discussion. Water perspectives from around the world. Guest lecturer: Hayley Joyell Smith, doctoral student, Warnell School of Forestry and Natural Resources. Readings TBD. (QUIZ)

Week 16 – Final papers due. No RRs this week.

31. Dec 6 TU. Course wrap-up and reflections. Where do we go from here? Final papers due on eLC Dec 7 5:00 p.m.

----- END OF COURSE CONTENT -----

Syllabus Disclaimer:** The course syllabus is a general plan for the course; deviations may be necessary. In the event that the schedule or assignments change, changes will be announced on eLC.

This is a challenging time – make sure you are taking care of yourself – and others

Please seek help from me, others, and the UGA resources that are available to you if you are having trouble keeping up with your courses or are struggling physically or emotionally.

Mental Health and Wellness Resources

- **24/7 Mental Health Support from the University Health Center: 706-542-2273**
- If you, or someone you know, needs assistance, please contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).

- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Well-being, Mental Health, and Student Support: If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu/. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources to support your well-being and mental health: https://wellbeing.uga.edu/

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: https://caps.uga.edu/, TAO Online Support (https://caps.uga.edu/tao/), 24/7 support at 706-542-2273. For crisis support: https://healthcenter.uga.edu/emergencies/. The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: https://healthcenter.uga.edu/bewelluga/

Academic Coaching

Recognizing that you are getting behind and seeking help early are key to taking care of yourself. Here is a great resource at UGA called 'Academic Coaching': You can obtain assistance with time management, test and performance anxiety, note taking, motivation, text comprehension, test preparation, and other barriers to success at UGA. Link for the Office of Academic Enhancement.

FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. To comply with FERPA, all communication that refers to individual students must be through a secure medium (UGAMail or eLC) or in person. Instructors are not allowed to respond to messages that refer to individual students or student progress in the course through non-UGA accounts, phone calls, or other types of electronic media. For details, please visit https://apps.reg.uga.edu/FERPA.

Accommodations for Disabilities

If you require a disability-required accommodation, it is essential that you register with the Disability Resource Center (Clark Howell Hall; https://drc.uga.edu; 706-542-8719 [voice]; 706-542-8778 [TTY]) and notify us of your eligibility for accommodations. We can then plan how best to coordinate your accommodations. Please note that accommodations cannot be provided retroactively.

Coronavirus and Face coverings

Face coverings: In this class, I hope that we will take care of one another's well being and work to ensure that our colleagues stay safe and healthy. In the spirit of this, I would like to encourage all students to consider wearing a mask in class as we begin our semester together, if community transmission levels in ACC or UGA are high.

CDC recommendations (August 11, 2022)

IF YOU TEST POSITIVE FOR COVID-19 (regardless of vaccination status)

- No symptoms
    - Isolate for 5-days, from date of positive test
    - Wear a face covering when around others for an additional 5-days
        - You may 'test out' of this with 2 negative antigen tests 48-hours apart
- With symptoms
    - Mild illness
        - Isolate for 5-days, from the date symptoms first appeared
        - Symptoms must be resolving and no fever for past 24-hours without fever reducing medication
        - Continue to wear a face covering around others for an additional 5-days
            - You may 'test out' of this with 2 negative antigen tests 48-hours apart

Moderate (shortness of breath/difficulty breathing) or severe illness (hospitalized)

- Isolate for 10-days and consult physician before ending isolation

See CDC website for additional information: https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html

IF YOU ARE EXPOSED (regardless of vaccination status)

- Wear face covering for 10-days
- Get tested on day 6
- If you become symptomatic, isolate as indicated above and get tested