# School of Science and Technology

# ITEC 2150, Spring 2021

## Instructor Information

**Instructor**: Dr. Hyesung Park, Ph.D.

**Office**: W-3262 /Virtual Office

**E-mail**: hpark7@ggc.edu

**Office Phone**: 678-526-4436

**Cell Phone**: 678-526-4436

### Communication

The fastest way to connect with me is via GGC email. I am happy to set up a personal meeting with you, either online or face-to-face when possible. We may need to establish a time and place via email or by phone.

At any time you can contact me by email, text message or voicemail on my GGC cell phone. Communications received Monday through Thursday after 5pm EST will be returned by the next day. On the weekend or when I am away from campus (e.g. at a conference), my response may be irregular.

You should check your GGC email every day. When corresponding by email, I will communicate with you using only your GGC email. Due to the Family Educational Rights and Privacy Act (FERPA), I will not respond to emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.).

When you email me, you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper spelling, grammar, and punctuation.

You should also check your Brightspace (Desire2Learn) course site every day.

#### Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

#### Expectations of Students

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus. A limited number of laptops are available for checkout from the GGC Technology Helpdesk; please contact me about this if necessary.

Students can access the course materials and grades via Brightspace (Desire to Learn).

Students should check GGC email regularly (at least twice a day).

Cell phones should be set on silent and stowed during class.

Laptop computers should remain off, except when they are being used for an in-class activity or for taking notes.

All completed assignments will be submitted through Brightspace (Desire2Learn). Unless otherwise specified, daily assignments must be submitted prior to class time. Major projects are due by midnight on the due date unless other arrangements are made.

## Course Information

### Class Details

**Course Details**: ITEC 2150-01, 4 Credits

**Class Time**: 10:00 – 11:45 a.m. T/TH

**Course Location**: D2L – Virtual Classroom

### Web Conferencing and Online Tests

This course will use [Blackboard Collaborate/Microsoft Teams/Zoom] for online “virtual classroom” video conferencing sessions and collaboration activities. Some or all of the sessions may be recorded. The recordings will only be available to students enrolled in this course.

In addition, this course requires the use of LockDown Browser, Respondus Monitor, and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video, [Introduction to Respondus LockDown Browser for Students](https://web.respondus.com/lockdownbrowser-student-video/). You can also download the [Student Quick Start Guide to LockDown Browser and Respondus Monitor](https://web.respondus.com/wp-content/uploads/2019/08/RLDB-Quick-Start-Guide-D2L-Student.pdf).

If you are unable to complete tests using a webcam, your alternative is loan a laptop from the GGC help desk.

We will also conduct one or more exams using an online proctoring service. Once again, in order to use the service, **you will need to have a computer with a camera**, **a microphone and internet connectivity**. Your computer will be restricted to use only one display monitor/screen for the duration of the exam. You will need to provide photo identification credentials (GGC Claw Card or GA Drive License) and be situated in a private area for the duration of the exam.

Further information is found here: <https://www.proctoru.com/live-plus-resource-center>, with [complete details here](https://support.proctoru.com/hc/en-us/sections/360008288211-Suggested-Syllabus-Verbiage). You will need to choose [instructor, pick one of: Live+, Review+, or Record and Record+]  for this course’s usage. [Or, instructor,  you may wish to link directly to [Live+](https://support.proctoru.com/hc/en-us/articles/360041150171-Syllabus-Language-for-Live-) [Review+](https://support.proctoru.com/hc/en-us/articles/360040721952-Syllabus-Language-for-Review-) [Record and Record+](https://support.proctoru.com/hc/en-us/articles/360041150431-Syllabus-Language-for-Record-and-Record-) or copy paste from there, as you deem appropriate. If you are unsure about which to pick, I’d use the [complete details here](https://support.proctoru.com/hc/en-us/sections/360008288211-Suggested-Syllabus-Verbiage) link with a qualifier that Live+, Review+ or Record&Record+ will be subsequnetly identified].

### Course Description

This course is an intermediate course in the concepts, principles, and skills of programming. The goals of this course include:

1. Understand and apply the concepts of inheritance, polymorphism and generic classes in OOP to design a programming solution.

2. Demonstrate an understanding of exception handling to write robust programming solutions.

3. Understand and apply reusability in OOP through classes, inheritance and genericity in the implementation of programming solution.

4. Understand and use Input/Output mechanisms.

5. Demonstrate an understanding of basic data structures (stacks, queues, lists) and be able to choose the most adequate data structure to solve a problem.

6. Explain the representation of primitive data types and objects in memory

7. Prepare, execute and debug program code within an interactive programming environment

8. Demonstrate a consistent and readable programming style.

### Course Prerequisites

ITEC 2140 with C or better

MATH 2300 – Pre or Co-Requisite

### Course Resources

#### Required Texts

<http://itec2150.gitlab.io/>

### Course Goals and Objectives

Students who have successfully completed the course will:

G1. Understand and apply the concepts of inheritance, polymorphism and generic classes in OOP to design a programming solution.

O1. Appropriately use interfaces to separate the interface from the implementation.

O2. Appropriately apply inheritance

1. Describe the difference between the inheritance and composition.

2. Know the terminology subclass and superclass.

3. Be able to navigate the class hierarchy in the Java API to appropriately select methods.

4. Know the difference between extending a class and implementing an interface.

O3. Understand polymorphism

1. Know the difference between overloading and overriding methods.

2. Describe circumstances where polymorphism can be used.

O4. Be able to write generic classes and methods (templates)

G2. Demonstrate an understanding of exception handling to write robust programming solutions.

O1. Describe the difference between throwing an exception and catching an exception.

O2. Be able to handle exceptions and correct/manage them when feasible.

O3. Be able to convert user input into a canonical form.

O4. Be able to detect invalid user input and provide appropriate feedback and opportunity to correct the input.

G3. Understand and apply reusability in OOP through classes, inheritance and genericity in the implementation of programming solution.

O1. Describe how inheritance can reduce the amount of repeated or similar code.

O2. Describe why dynamic typing is an important construct and be able to give examples.

O3. Apply strategies for reducing the amount of similar code.

O4. Using APIs:

1. Describe the purpose of an API, library and package.

2. Appropriately place code within packages.

G4. Understand and use Input/Output mechanisms.

O1. Be able to convert a file into a stream.

O2. Be able to parse stream input and format stream output.

G5. Demonstrate an understanding of the basics of recursion and have the ability to apply recursion to solve problems that are recursive in nature.

O1. Recursion

1. Describe the parts of a recursive approach to solving a problem.

2. Apply recursive mathematical functions.

3. Apply recursive backtracking to find solutions.

O2. Sorting algorithms (recursive sorting alg.)

1. Be able to implement and algorithmically apply merge sort to an unordered collection

2. Be able to implement and algorithmically apply quick sort to an unordered collection

G6. Demonstrate an understanding of basic data structures (stacks, queues, lists) and be able to choose the most adequate data structure to solve a problem.

O1. Describe the difference between a reference and an object.

O2. Name and describe the purpose of the data types double, int, char, float, boolean, long, array, Collection, List, and String.

O3. Describe differences between linked data structures and random access data structures.

O4. Appropriately use and identify when to use stacks in developing algorithmic solutions.

O5. Appropriately use and identify when to use queues in developing algorithmic solutions.

O6. Be familiar with the common collection classes and iteration protocols

O7. Apply strategies for choosing the right data structure and its implementation.

G7. Explain the representation of primitive data types and objects in memory

O1. Be able to convert between binary and decimal. O2. Understand and apply 2's complement.

O3. Describe the different representation of integers and floating point numbers.

O4. Describe what garbage collection is and how it is used.

G8. Prepare, execute and debug program code within an interactive programming environment.

*Complete course projects/assignments*

G9. Demonstrate a consistent and readable programming style.

*Follow standard naming and coding conventions in course projects/assignments.*

### Course Outcomes

. Understand and apply the concepts of inheritance, polymorphism and generic classes in OOP to design a programming solution.

2. Demonstrate an understanding of exception handling to write robust programming solutions.

3. Understand and apply reusability in OOP through classes, inheritance and genericity in the implementation of programming solution.

4. Understand and use Input/Output mechanisms.

5. Demonstrate an understanding of basic data structures (stacks, queues, lists) and be able to choose the most adequate data structure to solve a problem.

6. Explain the representation of primitive data types and objects in memory

7. Prepare, execute and debug program code within an interactive programming environment

8. Demonstrate a consistent and readable programming style.

### Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (Desire to Learn). Students should check this Brightspace course regularly, as changes will always be announced and recorded on the course site.

Assignment grades demonstrates how steadily you work throughout the semester. For this reason, it is not possible to receive a passing grade by simply working hard at the end of the semester after slacking off at the beginning of the semester.

Grading Scale and Passing Condition:

1st criteria: 70% or above on the Final Exam

2nd criteria: 70 % or above on the average of the exams and quizzes

3rd criteria: If all meet with two conditions above, then your score will be computed based on the weighted perecentage and letter grade will be assigned based on the grading scale.

#### Grading Scale

A (Excellent) 90-100

B (Good) 80-89

C (Fair) 70-79

D (Poor) 60-69

F (Failure) 59 and below

#### Grading Percentages

| Grading Category | Percent Weight |
| --- | --- |
| Quizzes/Midterm Exam | 30% |
| Final Exams | 40% |
| Assignments | 10% |
| Class Participation | 10% |
| Attendance | 10% |

* PSI section attendance: You will get extra credit points toward participation points.

#### Late Work Policy

Every effort should be made to hand all assignments and projects by the due date and time.

Late submissions will receive a 10% penalty per business day up to 50%. A one day grace period on due dates may be granted at the instructor’s discretion. Assignments submitted 5 or more business days after the due date will not receive credit.

Missed assignments. Missed work will result in a grade of 0 for the assignment. Exceptional circumstances should be discussed with the faculty *in advance*.

Academic dishonesty. Your work must be your own. (e.g. if you copied the code from chegg or other homework helper sites to complete your assignment, quizzes, or exams, your scores will be 0 and if it is involved with the final exam, your final letter grade will be an F) Cheating will result in a grade of 0 for the applicable assignment; further disciplinary action, including assigning a failing grade (F) for the entire course may also be taken. Additionally, ALL incidents are reported to Student Affairs and will be kept on record for the duration of your enrollment at GGC. I am obligated to report any suspicions I have to the Student Integrity Board EACH time; there is NO amnesty.  If it feels wrong, it probably is. When in doubt, ask! There is never an excuse for cheating or plagiarism.

Information received from the Web: For tests, quizzes and homework assignments you may utilize static resources on the web, ONLY if they are cited.  Utilizing code already present online without proper citation is considered cheating.

Collaboration: You may NOT collaborate with ANY other human in any way during a take home test or in-class test/quiz. For homework assignments you may work with others, but you MUST accredit the person/s in your header comments. Failure to do so will result in a 0 for the assignment and the required reporting to the Student Integrity Board.

Help from Tutors/Expert/Students outside of the class: You may receive help on homework assignments (NOT TESTS OR QUIZZES, whether in class or take home) from tutors or other experts. However, you CANNOT allow them to write the code for you. If you do receive help from a tutor/expert/student outside of class, you must provide credit to the person in your header comments. Failure to do so will result in a 0 for the assignment and a report to the Student Integrity Board. If it feels wrong -- it probably is. When in doubt, ask!

#### Assessment Tools

Will be announced prior to each assessment.

### Course Outline/Assessments

| Chapter | Topics | Duration (Weeks) | Dates | Exams (after each chapter) |
| --- | --- | --- | --- | --- |
| 1 | Object-Oriented Program | 1 | January 19 | Chapter quiz |
| 2 | OOP Design, Class Relationship, and Inheritance | 2 | January 26 | Chapter quiz |
| 3 | Polymorphism, Abstract Classes, and Interfaces | 2 | February 9 | Chapter quiz |
| 4 | Exception Handling | 2 | February 23 | Chapter quiz |
| Midterm Exam |  |  | February 25 | Class Time |
| 5 | File I/O | 2 | March 9 | Chapter quiz |
| 6 | Generics | 1 | March 23 | Chapter quiz |
| 7 | Recursion | 2 | March 30 | Chapter quiz |
| 8 | Basic Data Structure and Sorting | 2 | April 13 | Chapter quiz |
| Final Exam |  |  | TBA |  |

### Final Exam Details

The final exam will be given during the week of May 4 - 10. The date and time of the final exam is set by the registrar and will be posted at midterms. The exam schedule cannot be changed at the convenience of the student. You should not plan to be absent during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

### Course Expectations

Good education is a shared responsibility. To help you succeed in this course and do your best I will:

ensure that the syllabus and tentative class schedule is uploaded into D2L by first class meeting

give guidance on what is expected of you to succeed on quizzes, exams, and assignments

put grades in D2L on a timely basis, typically within two weeks

be on time for class; design class time to help you succeed

give you my email and GGC cell phone number and respond to your email and phone calls in a timely manner per technology covenant

meet with you outside of class, if you need additional help.

For you to succeed in this course and do your best you should commit yourself to:

attending every class …. on time

preparing for each class

utilizing the Programming Study Groups, if you are stumbling

dedicating the required time to master this material

speaking up if you think you are falling behind

### Important Dates

January 19 Classes Begin

January 25 Drop/Add Period Ends

March 3 Midterm Grades Due

March 5 Last Day to Drop a Class with a W (by 5:00 p.m.)

March 14-21 Spring Break

May 3 Last Day of Classes

May 4-10 Final Exams

May 12 End of Semester Grades Due

May 19 Grades Available in Banner

May 13 Commencement

### Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus, including changes to assignments, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

## School of Science and Technology

### Vision/Mission Statement

**Vision**

The School of Science and Technology (SST) will become recognized in the region and the state for excellence in STEM education at an open access institution. SST faculty will provide effective and relevant courses and programs in science, math, and technology which are characterized by interdisciplinary learning, novel use of educational technology, and an active learning environment that stimulates critical thinking.

**Mission**

The School of Science and Technology is committed to providing an innovative outcomes-based learning experience for all students of Georgia Gwinnett College. It provides programs of study in biology, math, exercise science, and information technology that offer its students disciplinary and interdisciplinary courses, as well as practical and applied learning experiences that prepare them for post-graduate schooling or for positions of responsibility in education, business, medicine or government. The SST also provides general education experiences that produce graduates who demonstrate math, science, and information technology literacy, and that foster an understanding of the role of these disciplines in our society and in an uncertain and changing world. The School’s faculty maintain competency in their discipline and are knowledgeable of methods of providing innovative active-learning environments.

**Operating principles**:

The School of Science and Technology at Georgia Gwinnett College is committed to:

* Providing students with programs and courses that are effective and relevant and serve their post-graduate goals.
* The holistic development of students through student engagement both inside and outside the classroom.
* Developing a faculty and staff who are collegial, innovative and student-centered.
* Developing faculty that are committed to excellence in teaching, student engagement, scholarship, and service to the college, the community, and their discipline
* Developing innovative methods of teaching and student engagement in the STEM disciplines
* Continuous review, assessment, and improvement of programs and courses.
* Innovatively integrating active learning and technology into educational experiences.
* Open communication between faculty, staff, and administration.
* Using a “Leadership in Place” model which relies on faculty governance through collaborative decision-making.
* Building partnerships with its business and community constituents.

### School/Program Outcomes

#### Integrated Educational Experience Goals:

**The IEE Goals met by the objectives of this course are in bold/strong format:**

* IEE-1: Clearly communicate ideas in written and oral form.
* IEE-2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
* IEE-3: Demonstrate effective use of information technology.
* IEE-4: Develop intercultural awareness of diverse viewpoints and of local and global perspectives.
* IEE-5: Produce scholarly or creative works that reflect information literacy knowledge, skills, and dispositions.
* IEE-6: Demonstrate ethical and moral principles.
* IEE-7: Demonstrate and apply leadership principles.
* IEE-8: Demonstrate competence in quantitative reasoning.

### Academic Integrity and Use of Turnitin

Students in all courses taught in the Teacher Education programs are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work. In Unit and Lesson Plans developed as part of this course, students must include complete citations for any work which is not totally original. Faculty may use the originality check feature of Turnitin to assist students in learning how to cite work appropriately.

#### Examples of plagiarism include:

* Directly quoting another’s words without appropriate citation and punctuation
* Overusing quotations in a written work
* Paraphrasing another’s words without appropriate citation
* Submitting assignments and other work that are not your own
* Citing primary and secondary sources incorrectly

#### Examples of academic dishonesty include:

* Submitting a single assignment for multiple courses without the instructors’ knowledge or permission;
* Using assignments submitted by other students;
* Using unauthorized materials during an exam.

## Student Resources

### Academic Enhancement Center (AEC)

The Academic Enhancement Center (AEC) provides **free online tutoring** for a variety of subjects, such as math, writing, and information technology. This service is available 24/7.

For **virtual tutoring**, go to the navigation bar on your D2L Brightspace homepage, click the link for “Free Online Tutoring,” then select “eTutoring.” This takes you to our Smarthinking site, where you can select your subject and specific course. You can schedule a session with a GGC tutor, or check whether a tutor is available for an online drop-in session. Alternatively, you can submit a question, and a GGC tutor will respond within 24 hours. You can also select “Writing Help” to submit a paper for review.

**CircleIn** is an easy-to-use online study group, where you can gather with classmates who share your experience in homework and testing. We hope you will find this a valuable place to give and receive support from your fellow students. You can access this service via the navigation bar in D2L Brightspace. Click the link for CircleIn. You can also download the CircleIn app from the Apple app store or Google Play store.

We look forward to being your Pathway to Success! Email any questions to [aec@ggc.edu](mailto:aec@ggc.edu)**.**

### Disability Services

Access and Accommodations: It is important to GGC that all students have equal access to the classroom and their educations. If you have already established accommodations with Disability Services, please provide me with your Faculty Accommodation Notification, with your approved accommodations listed. Please do so at your earliest convenience, so we can discuss your needs in this course.

If you have not yet established services through Disability Services (located in **D-1404**), but have a permanent disability (such as but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), or temporary condition that requires accommodations, you are encouraged to meet with Disability Services. To contact disability services please call 678-407-5195 or send an email to [disabilityservices@ggc.edu](mailto:disabilityservices@ggc.edu).

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process requiring the student and disability services staff to meet. Disability services will review the documentation provided, discuss functional limitations with the student, along with the classroom environment and potential barriers or access issues. Georgia Gwinnett College is committed to creating an inclusive and accessible learning environments consistent with federal and state law.

### Kaufman Library

Kaufman Library provides a plethora of resources, services, and space, to help ensure your academic success.

* Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, virtual anatomy and chemistry models, etc., are available online from the [library’s databases](http://libguides.ggc.edu/az.php) and [e-journals collections](https://galileo-usg-ggc-primo.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=GGC_V1&lang=en_US), covering a wide variety of subject areas.
* Both e-books and print books available at GGC can be located in [GIL-Find, the library catalog](http://gilfind.ggc.edu/).
* Print books from other USG institutions are also available in [GIL-Find](http://gilfind.ggc.edu/) and can be borrowed from other USG institutions.
* [Research assistance](https://www.ggc.edu/academics/library/ask-a-librarian/) is available via chat, e-mail, phone, and by scheduling an [online research appointment](https://libcal.ggc.edu/appointments).
* [Research Guides](https://libguides.ggc.edu/?b=s) provide access to relevant databases, books, journals, websites, etc., for each major subject area.

Please note that due to social distancing guidelines, study space is greatly reduced and controlled building access will be limited to available seating only. Kaufman Library makes available more than 30 study rooms that can be booked via the [online reservation system](https://libcal.ggc.edu/). Please note that due to social distancing guidelines, the study rooms have a maximum occupancy posted for each room. A quiet reading room is also available. Computers fully loaded with campus software as well as printing are available in Kaufman Library, but access has been reduced to meet social distancing guidelines and will be counted as part of overall space limitations.

## Georgia Gwinnett College Policies

### COVID-19 Statement for Spring 2021

Due to the ongoing changes with COVID-19, please go to [GGC’s Public Health COVID-19 Frequently Asked Questions page](https://www.ggc.edu/about-ggc/public-safety/public-health/faq/) for up-to-date information to follow fall semester. If you need to know specific COVID-19 student health information, please visit our [Student Services/Health Services page](https://www.ggc.edu/student-life/student-services/health-services/).

**When and if necessary, due to a positive COVID-19 case, face-to-face and hybrid classes may be put permantly or temporarily online per CDC guidelines.**

### Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of “0” on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty utilizing the faculty adjudication process. Please contact the Office of Student Integrity to report alleged violations of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](http://www.ggc.edu/student-life/get-involved-on-campus/student-affairs/student-handbook/), [Section 4.6.5, Student Code of Conduct](https://www.ggc.edu/student-life/student-affairs/_docs/current-student-handbook.pdf#page=28).

### Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with [Section 4.6.5, Student Code of Conduct](https://www.ggc.edu/student-life/student-affairs/_docs/current-student-handbook.pdf#page=28), published in the [Student Handbook](http://www.ggc.edu/student-life/get-involved-on-campus/student-affairs/student-handbook/).

### Americans with Disabilities Act Statement

Georgia Gwinnett College provides reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College takes affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](http://catalog.ggc.edu/content.php?catoid=1&navoid=22&hl=disabilities&returnto=search#disability-services). A CDS Counselor will coordinate those services.

For more information, refer to [GGC's web page on the ADA and Reasonable Accomodations](https://www.ggc.edu/community/diversity-equity-compliance/ada-and-reasonable-accommodations/).

### Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student’s absence is excused or unexcused, and whether work will be permitted to be made up. The decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Individual instructors may establish additional attendance requirements appropriate to their course’s context, e.g. lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

For more information, please refer to the [Student Attendance Policy](https://catalog.ggc.edu/content.php?catoid=33&navoid=4236#student-attendance-policy) in the GGC online catalog, [Academic Policies and Procedures](https://catalog.ggc.edu/content.php?catoid=33&navoid=4236).

### Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### Equal Opportunity and Affirmative Action Statement

Georgia Gwinnett College is an equal employment, equal access, equal educational opportunity, and affirmative action institution. It is the policy and practice of our institution to recruit, hire, train, promote, retain, and educate persons without regard to race, color, national or ethnical origin, age, disability, sex/gender, religion, sexual orientation, gender identity, genetic information, or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, ADA, Sections 503 and 504 of the Rehabilitation Act, and Executive Order 11246 ).

Additionally, Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment, and maintaining an environment that recognizes the inherent worth and dignity of every person. Any individual who feels that they may have been discriminated against, should contact the Office of Diversity & Equity Compliance at [odec@ggc.edu](mailto:odec@ggc.edu).

Students requiring disability related accommodations, please contact the Office of Disability Services at [disabilityservices@ggc.edu](mailto:disabilityservices@ggc.edu).

For more general information, please visit the [Office of Diversity and Equity Compliance’s](https://www.ggc.edu/community/diversity-equity-compliance/) website.

### Safety and Security

View the [GGC Safety and Emergency Communications web page](http://www.ggc.edu/about-ggc/public-safety/safety-and-emergency-communications/) for information important to you. To avoid confusion and rumor, ensure you:

1. Sign up for [RAVE alert text notification](https://www.getrave.com/login/ggc).
2. Download the LiveSafe app for [iPhone](https://itunes.apple.com/us/app/livesafe/id653666211?ls=1&mt=8) or [Android](https://play.google.com/store/apps/details?id=com.livesafe.activities&hl=en).
3. View the 15 minute [Active Shooter Video](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2022371/uiconf_id/32334692/entry_id/1_z4itrq86/embed/auto?&flashvars%5bstreamerType%5d=auto). You are the additional eyes and ears for first responders. Follow the adage, “If you see something, say something” to a GGC employee. Your community needs your increased vigilance and awareness.
4. For updates on COVID-19 please visit [our COVID-19 Public Health page](https://www.ggc.edu/about-ggc/public-safety/public-health/). It includes links to the latest information from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and the University System of Georgia (USG), among others.

### Sexual Misconduct Statement

Georgia Gwinnett College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect, and is free of all forms of sex discrimination, including sexual harassment, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these behaviors, the College has staff and resources on campus to support and assist you. For a list of resources, please visit [Sexual Misconduct Resources](https://www.ggc.edu/community/diversity-equity-compliance/title-ix/sexual-assault-prevention-resources/).

There are both confidential and non-confidential resources and reporting options available to you. GGC is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the [website of the Office of Diversity and Equity Compliance](https://www.ggc.edu/community/diversity-equity-compliance/).