



School of Science & Technology

ITEC 3870 Software Development II, Fall 2020

Instructor Information

Instructor name:	Dr. Anca Doloc-Mihu
Office availability:	by appointment at W-2222
E-mail:	adm@ggc.edu
Phone:	XXX-459-XXX

Communication

My **first preference** for communication is using **e-mail** for most situations, but you can also contact me via text message on my GGC phone. I am happy to set up a face-to-face meeting with you, when possible. However, we may need to establish a time and place via email or text message on my GGC phone.

- You can expect to hear back from me within 24 hours. Most of the time I will reply right away (while not in the classroom or in a meeting).
 - Monday through Friday, expect me to respond by 7:00 p.m.
 - Communications received after 7:00 p.m. will be returned the next day.
 - On the weekend or when I am away from campus (e.g., at a conference), my response will be irregular.
- When corresponding by email, I will communicate with you **using only your GGC email. You should check your GGC email every day (at least twice/day)**. Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) **will not receive replies** due to the Family Educational Rights and Privacy Act (FERPA).
- If you have an emergency and you need to talk with me right away, then you may call or text me on my mobile XXX-XXX-XXXX. On your message, please identify yourself and what section you are in first.
- 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 grammar and punctuation.
- You should also **check your Desire2Learn (D2L) course site every day** as well.

Keys to success in this course

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

1. ensure that the syllabus and tentative class schedule is uploaded into D2L by first day of semester
2. give guidance on what is expected of you to succeed on quizzes, exams, and assignments
3. put grades in D2L on a timely basis, typically within two weeks
4. be on time for class; design class time to help you succeed

5. give you my email and GGC cell phone number and respond to your email and phone calls in a timely manner according to technology covenant
6. meet with you outside of class if you need additional help.

In order for you to succeed in this course and do your best you should commit yourself to:

1. attend every class on time
2. prepare for each class by doing the assigned reading before we cover the topic.
3. turn in assignments on time
4. when assigned group work, give your fellow group members the courtesy of paying attention when meeting and following through with the project.

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.

Course Materials and Grading

You can expect to access the course materials at <https://soft-eng-practicum.github.io/softdev2-resources/student/> and grades via Desire2Learn. Students should check the Desire2Learn site regularly, as course changes will always be announced and recorded on the course the Desire2Learn site. Note that both for the lecture and lab components of the course are posted on the same site.

Expectations of Students

I expect students to access course or individual communications on a regular basis- which means at least every 1-2 days. Students should check GGC email regularly (at least twice a day).

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus.

Students can access the grades via D2L. Students can access the course materials via the venues (links) posted on D2L.

Technology Changes

This covenant provides a general guideline for the course. Periodic and/or necessary changes to the covenant, including technology use and communication channels, may be required in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Course Information

Class Details

Course Details: **ITEC 3870, Section X, for 4 credit hours**

Class Time: **Tu/Th 3:30 pm – 5:15 pm**

Course Location: **W 3333**

Web Conferencing and Online Tests

This course will use [Zoom/Discord] 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](#). You can also download the [Student Quick Start Guide to LockDown Browser and Respondus Monitor](#).

If you are unable to complete tests using a webcam, your alternative is to be present in the classroom for taking the tests.

Course Description

The second course in a sequence that teaches students to use the software development life cycle including problem definition, systems analysis, requirements gathering, designing systems, development of systems, testing and implementation, which form the basis of the software engineering process.

Course Prerequisites

- ITEC 3860, Soft Dev 1, with a minimum of C

Course Resources

Free ALG Textbook

- [Intermediate Agile Software Development](#) by Cengiz Gunay and Anca Doloc-Mihu, 2020.

Optional Textbooks

- [Software Engineering, A Practitioner's Approach](#) by Roger Pressman (7th ed in library reserve)
- [Code Complete 2](#) (in library reserve)
- [Clean Code](#) (also see Clean Coder and Clean Architecture)
- [Getting MEAN with Mongo, Express, Angular, and Node](#) (stay tuned for 2nd ed in 2018)
- [Head-First Design Patterns](#)
- [Software Engineering](#) by Ivan Marsic

Course Outcome Goals

Students who have successfully completed the course will:

- Project-based class working with a real-world client
- Take full responsibility of a team role, present and execute
- Keep track of development activities and calculate metrics
- Become fluent using tools for version control, task tracking, and continuous integration
- Research and present to class about software tools
- Read literature and present critical review to class
- Learn to make informed decisions about software ownership and licensing

Outcome Goals:

- G1. Apply project management concepts to the software development process
- G2. Effectively measure the software process using various metrics
- G3. Identify and describe various software systems

- G4. Describe the differences in developing various software systems
- G5. Develop a software system of medium complexity using a software development process appropriate for it
- G6. Develop and implement a test plan for the software system developed
- G7. Design and implement user interfaces

Why Learn Software Engineering?

Have you never designed the architecture of your program? Do you find yourself with a wrong design after you started programming midway into your project? Can't you predict how long a software project takes? Is documenting your code always a problem? Don't know how to use version control? Then, this is the course for you to learn best practices of the software engineering (SE) industry from both textbook and from famous practitioners through online materials and guest lectures. We will complement SE theory with an actual project implementation using state-of-the-art project management techniques (e.g., Agile, Extreme), which should improve your skills for teamwork, communication, and accountability.

Course Philosophy

This course is built with a combination of materials from the classic text on the subject by Roger Pressman, Bruegge and Dutoit's Object-Oriented textbook, guest lectures from industry practitioners from the Atlanta area, and a collection of essays from some author-practitioners, like Joel Spolsky and Steve McConnell.

Software engineering as a discipline has evolved in conjunction with computer hardware and programming tools. Despite its infancy, SW Engineering has some fundamental processes that are recognized as essential to the production of quality software that meets customer requirements. Both the ACM (as "SE2004") and the IEEE (as "Software Engineering Body of Knowledge" or "SWEBOK") have defined a set of skills that practitioners of software development should possess. These include Requirements, Design, Construction, Testing, Quality Control, and Configuration Management. This course seeks to teach principles of software engineering through hands-on experience in constructing a real-life project. In addition, the students will be introduced to applied concepts in software engineering through the blogs and writings of some of today's most noted practitioners.

School/Program Outcomes

The IEE goals are a set of learning outcomes achieved in all GGC graduates. These outcomes are achieved as a result of learning experiences across the academic and student affairs programs. This course directly contributes to the goals bolded below.

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 Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.**
- IEE-5 Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- IEE-6 Demonstrate an understanding of moral and ethical principles.
- IEE-7 Demonstrate and apply leadership principles.**
- IEE-8 Demonstrate competence in quantitative reasoning.**

Course Grading

You can expect to access the course materials and grades via our course in Desire to Learn, D2L. Students should check their D2L regularly, as course changes will always be announced and recorded on the course site.

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 (tentative)

The grade in the course will be **primarily based on project work including design, implementation, and in-class presentations.**

All grades will be posted and kept on D2L. The final grade will be derived from your performance with regard to the following D2L Gradebook Category

Tests: <ul style="list-style-type: none">- Midterm (10%)- Final (10%)	20%
Presentation, Class Participation & Outside class events: <ul style="list-style-type: none">• Presentation (5%)• Class participation, ad hoc programming (5%)	10%
Assignments	15%
Quizzes	5%
Project includes (tentative) <ul style="list-style-type: none">1) Team:<ul style="list-style-type: none">a. Peer reviewb. Requirements and testingc. Release & Demo plans and Executiond. Documentation & delivery report2) Individual:<ul style="list-style-type: none">a. Role presentationb. Role executionc. Team-Client Communicationd. Proper version control use	50%
Total	100%

Grade distributions are subject to change throughout the semester.

Have fun and good luck!

Attendance and class participation:

Is **mandatory** for the course as there will be grades deducted for missed classes. In addition, it is important for understanding the class material and doing in class activities.

Evaluation of your **class participation** will include: (1) Class Discussions, (2) Certain in-class activities (like class ad hoc programming), and (3) Quizzes.

Tests:

You will have two tests, one midterm and one final comprehensive exam in the course. Both exams will be announced beforehand.

Final Exam Date: date scheduled by registrar.

Course Expectations

This course is **programming-heavy** (i.e., practice), and it **will not teach you how to program**. It will quickly overview modern development tools and frameworks, and apply them to build a substantial application. The students are expected to have substantial programming experience, and be willing to spend extra time to learn new tools, techniques, and languages as needed for the project.

Occasionally, instead of an in-class lecture, we will do "hands-on" exercises. I find that those are very helpful to understanding, and hence, are not optional.

Subscribing to Course Announcements

We will be using the standard GGC learning management tool **D2L/BrightSpace** for submissions and grades and also for class and project communication. We will also use **Piazza** for discussion and posting of submissions. If you ignore their notification emails, you will be missing important information. Rather than emailing questions to me, I encourage you to post your general questions on **Piazza and/or Discord** so that others can learn from the answers – and you may get a faster answer!

Assignment Submissions

1. **No e-mail assignment submissions is allowed.** Any assignment submitted via e-mail or e-mail attachments will not be accepted or counted and will not be included in your grades.
2. All email correspondence with your professor must be sent from a valid **GGC.EDU student email address** and should be sent to [your professor's GGC email address](#).
3. If you TEXT me, please include your name with the text.

Late Work Policy

- I do NOT do makeups on chapter quizzes or accept late assignments. No exception.
- I do offer extra credit assignments equivalent to chapter quizzes for unavoidable misses.

Course Schedule

A spreadsheet showing the tentative course schedule is available [here](#) and on **D2L on Course Content/Schedule**. I reserve the right to make changes to this schedule as the course progresses. Students should monitor this schedule daily to inform about the class homeworks/tests/activities/quizzes/projects/ reading materials.

Schedule

Week#	Module	Setup	Topic	Hands-on	Assignment
1	Semester overview and re-introduction to software engineering	Initialize LMS, archive and clear discussion area, post syllabus, post intro slides, set up entry quiz, make discussion posts for welcome message, <i>Message in a Bottle</i> , and <i>Introductions</i> . Post project ideas and potential clients.	Intro slides. Warning about self work. Go over success tips on LMS.	Entry quiz, answer the questions, and post resume.	Post introductory resumes. Register with version control (Github) and chat/forum services (Discord, Reddit). Vote for project ideas. Assgn 1a , 1b , 1c
2	Technology overview , project/team selection, and requirements	Add everyone to LMS/version control/chat/discussion services. Post hackathon and local meetup schedules. Post requirements and Git lecture slides. Create team chat channels and code repositories with master branch force push protection.	Explain shortcut links on LMS for chat and discussion. Brief introduction to tools (e.g., Discord usage and channels).	Introduce and start assignment in class.	Git+bash assignment; client meetings, read on Git and requirements. Assgn 2a , 3a , 4a
3	Git, Markdown , team roles, technology overview	Post assignments and role presentation details on LMS. Schedule attending external meetup/hackathon event.	Announce project deadlines. Project setup help. Explain communication grading.	assignment, project set up, markdown	Post team roles in Markdown README and Git branching homework. Read about Agile. Sign release waivers. Assgn 2b , 3b , 4b
4	Agile development , user stories, JIRA	post 1st iteration presentation deadline, and two JIRA assignments. Invitations for registering into JIRA, create JIRA project for practice assignment and one for each team. Add team managers as admin and tell them to add the rest of their teammates	JIRA, Trello, Zenhub. Estimation, burndown charts.	Register into JIRA and start homework. Stand up meeting practice.	JIRA practice and entering project user stories. Prepare 1st iteration presentations. Assgn 5a
6	Requirements phase presentations	Post midterm	Object-oriented programming patterns,	Class presentations	Take-home midterm , voting and feedback

			software licensing and intellectual property		for recorded presentations
7	Register for semester-end symposium, presentation schedule	Close sprints in JIRA. Post article and tool topics to select from.	Coding workshops and guest speakers. Mid-term exam review.		Project summary, select individual presentation topic Assgn 5b
9	Github social computing	Post individual presentation schedule	Git branching and workflows		Mid-term evaluation, burndown chart, license and intellectual property agreement draft
10	Client checkpoint phase deadline		Individual article and tool presentations		Partially functional demo to client Assgn 6a
11-13	Work on finalizing the project	Class presentations by students			Assgn 6b, 7
14	Final stretch phase deadline	Post flyers and project descriptions on website and on symposium site. Ask final feedback from clients.	Final technical presentations in class and user testing sessions in symposium	Symposium attendance	Take-home final exam

Final Exam Details

The final exam will be given sometime during **the week of November 17-22**. 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 anytime during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

Important Dates

Classes begin	8/10/2020
Drop/add ends	8/16/2020
Labor Day holiday	9/7/2020
Mid-term grades due	9/28/2020
Last day to withdraw with "W"	9/30/2020
Classes end	11/16/2020

Final exams	11/17 – 23/2020
End of semester grades due	11/25/2020
Grades available in Banner	12/15/2020

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 homeworks, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Course Required Materials

You are **required to have a laptop that meets the Information Technology laptop requirements as available in my.ggc.edu**. You must bring it on quiz and test days and are encouraged to bring it to every class. Note that this is not so that you can check your email and social media, it is so you have access to course examples and online materials.

Semester Project and the Skills Survey

Software Engineering is the *practice of process*. This course seeks to balance discussion of Theory with the execution of Agile process via a "live" project. The project is released to the public at the end of the semester in a public demonstration. For this reason, the project implemented during the semester reflects needs of a real audience.

A Skills Survey is distributed at the beginning of the course in order to determine a project that is reasonably achievable. Students should be as objective and accurate as possible in reporting their areas of expertise on the survey. Project(s) selected for the semester will be based on the results of the survey. However, it is inevitable that some **new technologies will have to be learned** in order for the project to succeed. Students should therefore plan to spend some time coming "up to speed" on these new technologies.

Scrum Participation

The Agile process requires daily project meetings called Scrums. At each lecture in this course, you will be expected to hold a Scrum with your project team members. These Scrums will record your individual progress.

Project Role Presentation

Each person is assigned a specific role in the semester's project. Peer evaluation of execution performance in the role will contribute part of the grade, with instructor assessment covering the rest. For the presentation, the grade will come from the instructor alone. The student will present a short (10-20 minute) explanation of his/her role on the project, explain how it fits into the software development life cycle, and present any preparation or research done to ensure top performance. A summary of the work that was accomplished (or is planned) for that role should be included as part of the presentation.

Reading Report/Presentation

Each student will be assigned an article to review and present to the class in 10-15 minutes. The topics will be related to software engineering and in general represent the experiences of noted practitioners in the field. These articles are also cached on site in case the original links are broken.

Some documentation should accompany the student presentation -- whether slides, a PDF, or other written overview. This document must be submitted by the beginning of class at the appropriate discussion section of GGC MyCourses website or Piazza. The point is to both convey what they author says as well as to offer a thoughtful analysis.

Each reading assignment presentation requires covering the following 4 items:

1. Summary
2. Supporting Points
3. Points Against
4. Reader's Opinion (for or against)

The reader's opinion should be supported by observations, personal experience, or other rational explanation. An exceptional presentation may be awarded extra points.

Documentation

Lead documenter role will be responsible for creating several different types of documentation related to the project:

1. **Code documentation:** Educate the team to use consistent code documentation for functions, files, packages, etc. Role also includes supervision of actual following of these guidelines. Use of automatic code documenters is highly encouraged (e.g., Javadoc, Doxygen, docutils, Sphinx, etc.).
2. **Help/User Manual:** In-app help and additional reading material for end-users.
3. **Deployment/Installation Manual:** Concise instructions to install and run application. Use of automated deployment tools is highly encouraged (e.g., Ant, Make, Maven, etc.).
4. **Customer Acceptance Report:** This report is developed in partnership with the customer. It is a "checklist" of items that the customer expects to see in the final product released at the end of the semester.

Personal Experience Report

The student members of this project should also submit a confidential report about their personal experience in the project and highlight personal achievements and describe their peers' performances.

Product Demo Guidelines

The project work will be evaluated with a demonstration with possibly outside guests. Please review the posted guidelines for more information about what is expected, and for details regarding the schedule.

Project Grades and Teamwork

Software Engineering is a practice of process. This course will teach you to participate in an industry-standard Agile process via a "live" project. The project must be final at the end of the semester.

The project work will be done by student teams of 3-4. Your performance will be evaluated through both **team success** (e.g., design, proposals, and working code) and **personal performance**. Making sure all your teammates do a good job will increase your grade. Your personal performance will be evaluated looking at your unit testing, documentation, version control use, and participation in team communication activities. Therefore you are responsible for clearly indicating the parts of the code you are responsible during the proposal, design, and implementation stages.

School of Science and Technology Policies

Vision/Mission Statement

The School of Science and Technology 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.

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 Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.

IEE-5 Demonstrate an understanding of human and institutional decision making from multiple perspectives.

IEE-6 Demonstrate an understanding of moral and ethical principles.

IEE-7 Demonstrate and apply leadership principles.

IEE-8 Demonstrate competence in quantitative reasoning.

Class attendance and Financial Aid

Please be aware that faculty **check attendance in each of your courses and are required to report to the Registrar students who never attend or cease attending a course.** Students who are reported as never attended or have ceased attending a course, Financial Aid will be notified and is required to adjust your financial aid award accordingly. If you have any questions about how not attending a course for which you are registered will affect your financial aid eligibility, please contact the Financial Aid Office.

Make-up Exam Policy

You are expected to attend every class. Failure to attend class will affect your grade.

Special arrangements to take a regular exam early must be made in advance in writing. Early exams are available only at the instructor's discretion and only under extreme circumstances.

IF an emergency arises and you miss an exam you **MUST** notify me on the same DAY as the exam. Notification by email, text or phone message is acceptable. Any make-up work may have a different format or different content from the regular assignment. Make-up work should be completed within two days of the original due date.

Work missed due to unexcused absences will be given a grade of zero.

Note: Lab Practical Exams CANNOT be rescheduled!

If you feel that you are unable to complete your courses due to illness or family emergency, contact the Registrar's Office to attempt to withdraw from your courses without penalty.

Final Exam

The final exam will be given in class during finals week as specified by the registrar. **The date and time of the final exam is set by the registrar and cannot be changed at the convenience of the student.** You should not plan to be absent anytime during that week. A make-up final exam will only be given in cases of a verifiable excused absence and an instructor written approval.

Course Changes

This course syllabus provides a general plan for this course. I reserve 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.

Academic Integrity and Use of Turnitin

Students in all courses taught in the Teacher Education programs are reminded that they 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. Education students should be aware that faculty may use the originality check feature of Turnitin to assist students in learning how to cite work appropriately in order to avoid potential plagiarism.

Please note: **This policy mandates that students include complete citations for any and all work which is not totally original in Unit and Lesson Plans** developed as part of the course.

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 is 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.

Social Media

Follow the School of Science and Technology on Facebook. You will hear about important events and information including Career Services events, scholarships, studies abroad opportunities, summer research opportunities, and employment opportunities.

Follow the Dean on Twitter (@tommundieSST).

Borrowed Equipment

Receipt of a final grade in this class is contingent upon return, in good working condition, of any borrowed GGC-owned equipment. Failure to return borrowed GGC-owned equipment will result (1) in a grade of an F for the course and (2) in the assessment of the replacement cost of the borrowed GGC-owned equipment on the

student's account. If borrowed GGC-owned equipment is returned in good working condition within fourteen (14) days of the entry of the final grade of F, a grade change form indicating the grade earned by the student will be submitted and the assessed replacement cost removed from the student's account. After fourteen days, a grade change form indicating the grade earned by the student will only be submitted after payment of the assessed replacement cost.

Student Resources

Academic Enhancement Center (AEC)—Your Pathway to Success

The Academic Enhancement Center (AEC) provides **free tutoring** for a variety of subjects, such as math, writing, and information technology.

The AEC is **located in W-1160** and provides on-campus tutoring by appointment only, Monday-Thursday, 9AM-9PM, and virtual tutoring 24/7 by clicking the eTutoring link on your D2L homepage.

On-campus Tutoring

All currently registered students can schedule a maximum **two on-campus tutoring appointments per day** by calling the AEC's front desk at **678-407-5191**. Each appointment needs a three-hour gap in scheduling to provide you with adequate time to digest material from the previous session.

You will be paired with either a professional tutor or a peer tutor who excels in their subject material for a **45-minute tutoring session addressing your specific questions and concerns**.

Online Tutoring

The Academic Enhancement Center will provide tutoring through Smarthinking, GGC's online tutoring platform.

To access Smarthinking, click the eTutoring link on your D2L homepage, then select "GGC_Subject" and your specific course in order to reach a GGC tutor. Alternatively, you can always submit a question, and a GGC tutor will respond within 24 hours, or you may select from the courses listed on the Smarthinking homepage and be routed to a Smarthinking tutor.

We look forward to being your Pathway to Success! Email any questions you may have to aec@ggc.edu.

GGC 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, 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.**

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](#) and [e-journals collections](#), 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](#).
- Print books from other USG institutions are also available in [GIL-Find](#) and can be borrowed from other USG institutions.
- [Research assistance](#) is available via chat, e-mail, phone, and by scheduling an [online research appointment](#).
- [Research Guides](#) provide access to relevant databases, books, journals, websites, etc., for each major subject area.
- Please see the [technology lending page](#) for current information as technology lending may be adapted for changing circumstances.

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](#). 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 Fall 2020

Due to the ongoing changes with COVID-19, please go to [GGC's Public Health COVID-19 Frequently Asked Questions page](#) 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](#).

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 ad 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 t 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. Students may appeal a penalty as outlined in the [Student Handbook](#), page 31.

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 the student conduct code published in the [Student Handbook](#), page 31.

Americans with Disabilities Act Statement

Georgia Gwinnett College will provide 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 will take 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](#). A CDS Counselor will coordinate those services.

For more information, refer to the [Americans with Disabilities Act Policy](#).

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, refer to the [GGC Student Attendance Policy](#).

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 Policy

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.

Students requiring disability related accommodations, please contact the Office of Disability Services at disabilityservices@ggc.edu.

For more general information, please visit the [Office of Diversity and Equity Compliance's](#) website.

Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor, ensure you:

- 1) Sign up for [RAVE alert text notification](#).
- 2) Download the LiveSafe app for [iPhone](#) or [Android](#).
- 3) View the 15 minute [Active Shooter Video](#). 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](#). 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](#).

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](#).