

# [School of Liberal Arts]

# Support English Composition, English 999, Fall 2024

## Faculty Information

**Faculty**: [Dr./Prof. Your Name]

**Office**: [Your Office Number]

**E-mail**: [Your Email Address]

**Office phone**: [Your office phone number, if applicable]

**Teams softphone**: [Your softphone number]

### Communication

**This is a sample. Please adapt to fit your own expectations.**

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.

Please address me as Dr. [Last Name], not by my first name.

You should also check your [MyCourses](https://mycourses.ggc.edu/) (Brightspace by D2L) course site every day.

#### Technology Covenant

**This is a sample. Please adapt to fit your own expectations.**

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 technology information provides a general guideline for the use of technology in this course. I reserve the right to make periodic and/or necessary changes to the use of technology in our class, including communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course. Students should check this MyCourses (Brightspace by D2L) course daily, as changes will always be announced and recorded on the course site.

#### Expectations of Students

**This is a sample. Please adapt to fit your own expectations.**

All students at GGC need to have access to a computer. If you do not have one, [computer labs](https://itservices.ggc.edu/open-computer-labs/) are available on campus. A limited number of [laptops are available for checkout](https://itservices.ggc.edu/student-laptop-checkout/) from the GGC Technology Helpdesk.

Students can access course materials and grades via MyCourses (Brightspace by D2L).

Students should check [GGC email](http://clawmail.ggc.edu/) 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 MyCourses (Brightspace by D2L). 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

### Core IMPACTS

**English 999 Support Class for English 1101**

**This is a Core IMPACTS course that is part of the** Writing area**.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students’ broad academic and career goals.

This course should direct students toward a broad Orienting Question:

* How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcome:

* Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
* Students will appropriately acknowledge the use of materials from original sources.
* Students will adapt their written communications to purpose and audience.
* *Students will analyze and draw informed inferences from written texts.*

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

* Critical Thinking
* Information Literacy
* Persuasion

### Class Details

**Course Details**: [Course Number, your Section Number, and Credit Hours]

**Class Time**: [Class Time]

**Lab Times**: [Lab Times]

**Course Meeting Dates:** [Start and End Dates]

**Course Modality:** [Face-to-Face, Hybrid, Online – Asynchronous, or Online – Synchronous]

**Course Location**: [Your Class (and Lab if applicable) Building and Room Locations]

### Web Conferencing

**This is a sample. You may develop your own statement** as applicable to your course specifics***.***

This course will use [[Microsoft Teams](https://itservices.ggc.edu/microsoft-teams/)/[Zoom](https://itservices.ggc.edu/zoom/)] for online “virtual classroom” video conferencing sessions and collaboration activities. Some or all of the sessions may be recorded. Recordings that do not include video of individual students may be made available, and will only be available to the course instructor and the students enrolled in this course.

**Online/Proctored Tests**

**Note to faculty: this section contains standard content which should not be changed**

In addition, this course requires the use of a proctored testing service/software such as [Respondus LockDown Browser](https://itservices.ggc.edu/respondus-lockdown-browser/), [Respondus Monitor](https://itservices.ggc.edu/respondus-monitor/), or [ProctorU](https://itservices.ggc.edu/proctoru/), 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. The software may require you to scan the room in which you are taking the test with your webcam. The video of the room scan is only available to the instructor(s) of record, as well as appropriate IT staff and administrators.

If you are at home and have privacy concerns about a webcam scan of your surroundings, you can take the test anywhere you feel comfortable privacy wise. If you cannot identify such a place, contact your faculty member prior to the date of the test to arrange for a separate room on campus for testing.

### Course Description

Corequisite: ENGL 1101\* This Learning Support course provides corequisite support in reading and writing for students enrolled in English Composition I. Topics will parallel those being studied in ENGL 1101 and the course will provide support for the essential reading and writing skills needed to be successful in ENGL 1101. Taken with ENGL 1101\*, this is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

### Course Prerequisites

Prerequisite: Accuplacer placement scores or SAT/ACT Scores (HSGPA >= 3.1 or ACT ENGL >=17 or SAT CR READ >=430 or (ACCR >=61 and ACCW>=4) or **(ACCNGR >=237 and ACCW>=4).**

### Course Resources

#### Required Texts

1. [*Writing Guide with Handbook*](https://assets.openstax.org/oscms-prodcms/media/documents/WritingGuide-WEB.pdf?_gl=1*w2lqkg*_ga*MjQyMDI3Nzc3LjE3MTU2Mjg4MDQ.*_ga_T746F8B0QC*MTcxNTYyODgwMy4xLjEuMTcxNTYyOTA5OS41MC4wLjA.), which is an online text housed in OpenStax. This text is free.
2. [*Reading, Thinking, and Writing for College Classes*](https://open.ocolearnok.org/mvcantrell/front-matter/introduction/) is also a free Open Educational Resource.

### Course Goals and Objectives

Students taking this course will learn to:

**Course outcomes aligned with English 1101**

Compose expository writing (e.g., descriptive, process, comparison/contrast, cause/effect, problem/solution) using methods of organization and structure that are clear and appropriate to the form. (CO1)

Evaluate texts for their purpose, credibility, sufficiency, accuracy, and bias. (CO2)

Identify rhetorical situations used in expository and/or persuasive writing (purpose, audience, topic, writer, and context). (CO3)

Practice writing processes, including brainstorming, prewriting, drafting, revising, and reflecting, in academic writing. (CO4)

**Course outcomes specific to English 999**

Explain terms relevant to the evaluation of source content. (CO5)

Use strategies for reading comprehension to differentiate between an essay’s or article’s claims and evidence. (CO6)

Apply strategies for time management during the writing process. (CO7)

### Course Requirements and Grading

You can expect to access the course materials and grades via our course in MyCourses (Brightspace by D2L). Students should check this MyCourses (Brightspace by D2L) course daily, as changes will always be announced and recorded on the course site.

**Add any other information about your grading policies.**

#### Grading Scale

* A (Excellent) 90-100
* B (Good) 80-89
* C (Fair) 70-79
* F (Failure) 59 and below

\*Note that there is no D grade in English 999.

#### Grading Percentages

| Grading Category | Percent Weight |
| --- | --- |
| Attendance and Participation | 20% |
| Quizzes and Diagnostics | 15% |
| Friday Journals | 15% |
| Timed Writing Exam Practice (Timed Writing 1, 2, and 3) | 20% |
| Essay One Activities (Conference, Reflection, etc.) | 5% |
| Essay Two Activities (Conference, Reflection, etc.) | 5% |
| Essay Three Activities (Conference, Reflection, etc.) | 5% |
| Final Exam | 15% |

#### Late Work Policy

#### I do not accept late work. However, if you contact me at least 24 hours before an assignment is due and request an extension, I will usually grant it with a grade deduction of up to 50%.

#### Always communicate with me prior to an assignment due date if you have questions or trouble completing the assignment on time, but please keep in mind that sending such an email may not absolve you of your responsibilities for completing the assignment as directed. If D2L or other assignment-submission methods are not working (or if you’re ever unsure if something posted), you can always email me a document as a backup.

### Course Outline/Assessments

| Date | Topics | Assignments | Points/Percentage |
| --- | --- | --- | --- |
| Date 1 | In-Class Writing 1 | Assignment 1 | Part of 20% Timed Writing Category |
| Date 2 | In-Class Writing 2 | Assignment 2 | Part of 20% Timed Writing Category |
| Date 3 | In-Class Writing 3 | Assignment 3 | Part of 20% Timed Writing Category |
| Date 4 | Final Exam | Assignment 4 | 15% |

### Final Exam Details

The final exam will be given during the week of December 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

**List any other course expectations.**

### Important Dates

**Include appropriate dates for your course.**

Aug. 12 Classes Begin

Aug. 18 Drop/Add Period Ends

Sept. 2 Labor Day Holiday

Oct. 3 Midterm Grades Due

Oct. 7 Last Day to Drop a Class with a W (by 5:00 p.m.)

Nov. 24 – Dec. 1 Thanksgiving Break

Dec. 2 Last Day of Classes

Dec. 3 Reading Day

Dec. 4-10 Final Exams

Dec. 13, Noon End of Semester Grades Due

Dec. 14 Commencement

Dec. 17 Grades Available in Banner

### Course Changes

This course syllabus provides a general plan for this course. The Faculty 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 Liberal Arts

### Vision/Mission Statement

The School of Liberal Arts (SLA) serves students, the College, and communities throughout the metro Atlanta area through instruction, research, service, and performance in the Arts, Humanities, and Social Sciences.

### 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, Plagiarism, and Artificial Intelligence

GGC students are expected to demonstrate integrity and honesty in their courses and to complete work according to their instructors’ specifications. Students are responsible for avoiding every aspect or appearance of academic dishonesty. While it is impossible to list all acts of academic dishonesty, examples are listed at the end of this section. Additional details on academic integrity are found in the GGC catalog.

Plagiarism is a common form of academic dishonesty that involves representing another’s work as one’s own. Students can plagiarize on purpose or by accident. To avoid plagiarism, students must appropriately cite the sources of others’ ideas, thoughts, and words that appear in their original work. In addition to requesting assistance from the [Academic Enhancement Center](https://www.ggc.edu/student-success/academic-enhancement-center), their instructors, or trusted peers, students may use a variety of technologies to improve their writing. These tools, which may include proofreading and editing features of word processing software, do not alter students’ work to an extent that fundamentally affects their claim to authorship.

Instructors may use the Originality Check feature of Turnitin to see how similar student work is to online sources and to assist students in learning how to cite sources appropriately to avoid potential plagiarism. Instructors may also use applications to detect writing generated by artificial intelligence (AI). Some writing tools use AI to suggest edits, while other AI technologies, such as ChatGPT, are meant to simulate human conversation and produce writing that appears to be authored by a person. Although AI can be used for educational purposes and to develop or improve one’s writing, submitting work containing AI-generated text, unless the instructor requests or explicitly allows it as part of an assignment, may constitute an academic integrity violation.

If students submit writing that follows patterns typical of AI-produced text, or if the source of the work is unclear, then instructors may require students to explain their ideas and writing process. Instructors may take further action based on a preponderance of evidence that an academic integrity violation occurred, including reporting a violation of the [Student Code of Conduct](https://www.ggc.edu/sites/default/files/2023-05/current-student-handbook.pdf) to the [Office of Student Integrity](https://www.ggc.edu/student-affairs/student-integrity). [Instructors may insert specifics about their own policies here.]

#### Examples of Academic Dishonesty

* Knowingly performing, attempting to perform, assisting another in performing, or failing to report an act of academic dishonesty;
* Directly quoting or paraphrasing another’s words without appropriate citation and punctuation;
* Overusing quotations in a written work;
* Using unauthorized materials during an exam;
* Submitting a single assignment for multiple courses without the instructors’ knowledge or permission;
* Submitting assignments as one’s own when they are not, including work produced wholly or largely by ChatGPT or other AI, something written by a peer, family member, or paid writer, or something copied from another source;
* Misrepresenting or falsifying material;
* Misrepresenting circumstances such as illness.

**Note to faculty: the remaining pages contain standard content which should not be changed**

## Student Resources

**Academic Enhancement Center (AEC)**

The Academic Enhancement Center, located in W-1160, hosts several academic resources designed to help you achieve your goals. These resources include both in-person and virtual tutoring, as well as Peer Supplemental Instruction (PSI) peer-led study sessions. Visit the [Academic Enhancement Center website](https://www.ggc.edu/student-success/academic-enhancement-center), email us at aec@ggc.edu, or call our front desk 678-407-5191 to learn more about services and hours.

### Counseling and Psychological Services (CAPS)

CAPS is a safe, secure, and confidential space designed to support GGC students. Meeting with a CAPS clinician is a chance to explore issues and determine possible courses of action or resolution in a respectful and confidential setting. Your mental health and wellness are our priority and we hope to help you succeed.

Your first step to starting your relationship with CAPS is to schedule an initial information-gathering appointment (Intake), where you meet with a clinician to discuss your needs. From here, a clinician will work with you to decide your next steps. Counseling is a collaborative effort that necessitates your willingness and commitment.

Counseling services are available for all currently enrolled GGC students. Services are free to students and are offered year-round.

For more information, please visit [the CAPS website](https://www.ggc.edu/student-life/student-services/counseling-and-psychological-services/), or contact us at **678-407-5592**.

Also, for students who may need immediate support that cannot wait for a scheduled appointment, students have access to our **24/7 Support Line: 833-910-3366**.

### Dean of Students

GGC's Dean of Students is an advocate for and resource to support student success at GGC. The Dean of Students can assist students in [crisis and emergency situations](https://www.ggc.edu/student-life/student-services/student-emergency-assistance-programs), including food/home insecurities, hospitalizations, medical issues and other issues related to health and safety. Your health and wellness matters! You can contact the Dean of Students at [deanofstudents@ggc.edu](mailto:deanofstudents@ggc.edu) or **678-407-5882**.

### GGC Support Services

**What is the GGC Care Pantry?**

It is an emergency assistance program available to currently enrolled students as well as faculty and staff, who are experiencing food and financial insecurity. The Care Pantry provides our campus community with food and other necessities.

**Mission:**

Our mission is to support students with financial constraints that make it difficult to access food, by providing food, other necessities, and offer information on nutrition and health and to community resources. As we assist students, the main priority is to maintain dignity, empathy, value, and equality to our students.

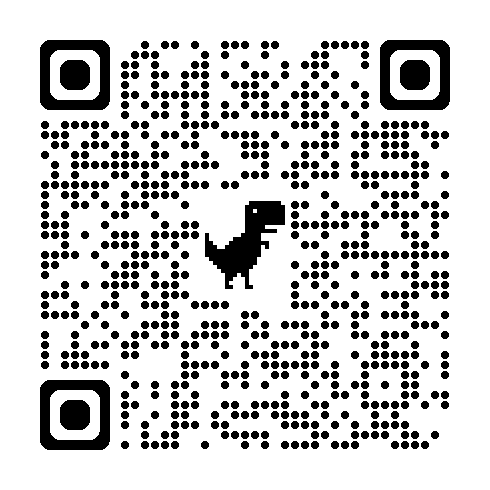
**Contact Us:**

Email: [carepantry@ggc.edu](mailto:carepantry@ggc.edu)

Phone: 678-407-5565

Instagram: ggc\_carepantry

To sign up for pantry services, browse the [emergency assistance webpage](https://www.ggc.edu/student-affairs/student-services/student-emergency-assistance-programs).



Scan for Emergency Assistance Website.

For additional support, contact the Dean of Students at deanofstudents@ggc.edu or visit E building, suite 3140.

### 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](https://www.ggc.edu/student-life/student-services/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 environment consistent with federal and state law.

### Kaufman Library

The Daniel J. Kaufman Library and Learning Center provides a wealth of resources, services, and space, in support of your academic success. Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, virtual anatomy models, etc., are available from [library databases](https://libguides.ggc.edu/az.php)[, e-books](https://libguides.ggc.edu/az.php?t=13203), [e-journals](https://galileo-usg-ggc-primo.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=GGC_V1&lang=en_US), and [media](https://libguides.ggc.edu/az.php?t=13201) collections covering a wide variety of subject areas. Books available at GGC and other USG institutions can be located in [GIL-Find, the library catalog](https://galileo-usg-ggc-primo.hosted.exlibrisgroup.com/primo-explore/search?tab=default_tab&vid=GGC_V1&sortby=rank&lang=en_US), and print books can be borrowed from other USG institutions. Items not available through GGC or the USG can be borrowed through interlibrary loan. [Research and course guides](https://libguides.ggc.edu/) provide access to discipline specific databases, books, websites, etc. [Ask a Librarian](https://askalibrarian.ggc.edu/) offers research assistance via chat, e-mail, phone, and walk-in. In-depth research assistance is available by [scheduling a research consultation](https://libcal.ggc.edu/appointments). Kaufman Library has individual and group study space throughout the building as well as 37 individual and group study rooms that can be booked via the [online reservation system](http://ggc.libcal.com/). There is a Quiet Reading Room located on the third floor. Computers, fully loaded with campus software, and printing are also available in Kaufman Library.

## Georgia Gwinnett College Policies

### 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](https://www.ggc.edu/sites/default/files/2023-10/GGC%20Student%20Handbook_October%2016.pdf) Section 4.6.5, Student Code of Conduct.

### 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 Handbook](https://www.ggc.edu/sites/default/files/2023-10/GGC%20Student%20Handbook_October%2016.pdf), Section 4.6.5, Student Code of Conduct.

### 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). An ODS Counselor will coordinate those services.

### Attendance Policy and Absences

The classroom experience is a vital component of the college learning experience. Interaction with faculty 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 faculty that they will be absent and keeping up with class assignments in conjunction with Faculty provisions in the course syllabus. Students are not required to give faculty the specific reasons for an absence and students are not expected to send any documentation (including medical documentation) to faculty regarding an absence. Students who are absent and wish to submit documentation (including medical documentation) regarding the absence in order to have the absence qualify as an excused absence can [submit the documentation to the Dean of Students](https://cm.maxient.com/reportingform.php?GeorgiaGwinnettCollege&layout_id=6). The Dean of Students will verify the absence and will notify the faculty member that the request for an excused absence is justified. An individual faculty member 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 faculty in this case is final.

### Complaints and Grade Appeals

Students may seek additional assistance with any course-related issue through the school administration (Department Chair, Associate Dean, Dean), and may choose to file a written [student complaint](https://cm.maxient.com/reportingform.php?GeorgiaGwinnettCollege&layout_id=7). Students may also appeal a final grade in a course through the grade appeal process if they feel the faculty’s decision on attendance or other issue has affected their final grade. The student complaint process and the grade appeal process are both outlined in the [Student Handbook](https://www.ggc.edu/sites/default/files/2023-12/ggc-student-handbook_current.pdf). 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 faculty to make up the work missed prior to the student’s participation in the activity.

Individual faculty may establish additional attendance requirements appropriate to their course’s context, e.g. lab attendance. A student whose class schedule would otherwise prevent them 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).

**You may add your own Attendance Policy statement, if needed.**

### 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 ethnic 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 Equal Opportunity and Title IX Compliance office at [titleix@ggc.edu](mailto:titleix@ggc.edu) or 678-407-5085.

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

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Edith Collins, Director of Equal Opportunity and Title IX/Title IX Coordinator

Building B, Suite 3700

678.407.5085

[TitleIX@ggc.edu](mailto:TitleIX@ggc.edu)

For more general information, please visit the [Equal Opportunity and Title IX Office’s website](http://www.ggc.edu/equal-opportunity-and-title-ix-compliance/title-ix).

### Grizzly Care Team

GGC is committed to ensuring the safety, health, and well-being of its students and community. To support its campus community, GGC has a Grizzly Care Team, a dedicated group of campus professionals responsible for assessing and responding to students, employees, faculty, etc., who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you see someone experiencing challenges, appearing distressed, posing a threat to their safety or someone else’s safety, or causing a significant disruption to the GGC community, please [submit a Grizzly Care Team referral](https://cm.maxient.com/reportingform.php?GeorgiaGwinnettCollege).

You may also submit a referral for yourself if you’d like additional support.

NOTE: In cases where a person’s behavior poses an imminent threat to you or another, contact GGC’s Public Safety at 678-407-5333 or 911.

### 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](https://media.ggc.edu/media/t/1_z4itrq86). 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.

### Sexual Misconduct Statement

**Notice of Non-Discrimination**. Georgia Gwinnett College (“GGC”) is committed to maintaining a fair and respectful environment for living, work and study. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. In accordance with federal, state and local law and the GGC’s Equal Employment Opportunity and Affirmative Action Policy, GGC does not discriminate on the bases of sex (including pregnancy, child birth or a medical condition related to pregnancy or childbirth), race, color, creed, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, disability, marital status, veteran or military status, genetic information, or any other protected status or characteristic as defined by law in its programs and activities, and provides equal access.

Georgia Gwinnett College faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972. 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](http://www.ggc.edu/equal-opportunity-and-title-ix-compliance/title-ix).

Please note that the [Title IX/Sexual Misconduct Policy 4.1.7](https://catalog.ggc.edu/content.php?catoid=44&navoid=6224#4-1-7-sexual-misconduct) designates all faculty members, including teaching assistants, as “Responsible Employees.” Under GGC’s Title IX/Sexual Misconduct Policy, all “Responsible Employees” must report all disclosures of sex or gender-based discrimination or violence to GGC’s Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private.

If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact GGC’s Title IX Coordinator Edith Collins at [TitleIX@ggc.edu](mailto:TitleIX@ggc.edu) or 678-407-5085. For more information regarding GGC’s Title IX procedures, reporting, or support measures, please visit the [Equal Opportunity and Title IX Compliance office’s](https://www.ggc.edu/equal-opportunity-and-title-ix-compliance/title-ix) website.