**CS& 141: Computer Science I (Java)**

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**Fall 2025 Quarter – Hybrid course**

# **Course Details**

|  |  |
| --- | --- |
| **Instructor** | Dr. Crystal Hess - [chess@shoreline.edu](mailto:chess@shoreline.edu)   * I prefer messages to be sent via Canvas Inbox * Typical response time is <24 hours,  this excludes weekends and holidays |
| **Office Hours** | * Mondays 11 AM – Noon (campus, 6216) * Wednesdays 11 AM - Noon (campus, 6216) * Fridays Noon - 1:00 PM (campus, 6216) |
| **Class Hours** | * Online Material + * **Mondays and Wednesdays 12:30 – 2:30 PM in Computer Lab 1308** |
| **Finals Time Slot** | * **Wednesday, December 10, 11:30 AM in 1308** * [View your class schedule](https://www.shoreline.edu/ctclink/ctclink-tutorials.aspx) in your ctcLink Student Center for the date, time, and location of all your final exams. |

**CS& 141 - Computer Science I (5 credits)**

This course will explore common computational problem-solving techniques useful to computer scientists, but also to anyone who has large data sets, repetitive processes or other needs for computation. Topics include: fundamental programming-in-the-small abilities and concepts, including procedural programming (methods, parameters, return, values), basic control structures (sequence, if/else, for loop, while loop), file processing, arrays, and an introduction to defining objects.

Due to the amount of material and quick pace for consumption, prior programming experience is expected.

## **Prerequisites**

ENGL& 101 (may be taken concurrently); MATH& 141 or MATH 111 with a 2.0 or better; CS 110 with a 2.0 or better or other programming experience.

## **Course Outcomes**

1. Develop solutions to small-scale problems, such as determining the best candidate for an admissions process, analyzing text for keywords, or playing a game of word guess.
2. Design and implement solutions to partially ambiguous problems, such as analyzing a set of data for patterns and information or building upon an existing code base.
3. Identify and use programming language constructs and coding patterns, such as iteration, methods, classes, arrays, fencepost problems, and token-based processing.
4. Break down problems into logical pieces using repetition, methods, and classes.
5. Test and debug solutions until they meet specifications.
6. Examine and compare reasoning, design, and effectiveness of alternative solutions.

## **Topic Coverage**

*Estimated* Topic Coverage

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Exam** |
| 1 | Chapter 1: Introduction to Java |  |
| 2 | Chapter 2: Primitive Data and Definite Loops |  |
| 3 | Chapter 3: Parameters and Objects  Chapter 4: Conditional Execution |  |
| 4 | Chapter 4: Conditional Execution |  |
| 5 | Chapter 5: Program Logic and Indefinite Loops |  |
| 6 | Chapters 1-5, Pair Work | Midterm |
| 7 | Chapter 6: File Processing |  |
| 8 | Chapter 7: Arrays |  |
| 9 | Chapter 8: Classes |  |
| 10 | Chapter 9: Inheritance and Interfaces  Chapter 10: ArrayLists |  |
| 11 | Chapters 1-10, Pair Work |  |
| Finals Week |  | Final |

**The course is a HYBRID course** meaning that we will have in-person as well as online course material. Students are expected to attend in-person activities as this is NOT a fully online course.

## **Course Calendar**

\*subject to modification as needed

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK 1** | **Due Today** | **Lecture** | **Homework** |
| **Wednesday** | About You  Preview Quiz - Chapter 1 | Notes: 1a Introduction to Java Programming  Lecture: Ch1a | Academic Integrity Quiz  Program #0  1a Practice - java programs  Study: Chapter 2  Preview Quiz - Chapter 2 |
| **Sunday** | Academic Integrity Quiz  Program #0 |  | Start: Program #1 |
| **WEEK 2** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 1a Practice - java programs  Preview Quiz - Chapter 2 | Pair 1a Reflection  Notes: 2a Primitive Data and Definite Loops  Lecture: Ch1b, Ch2a | 2a Practice - data and for loops |
| **Wednesday** | 2a Practice - data and for loops | Pair 2a Reflection  Notes: 2b Definite Loops, Constants  Lecture: Ch2b | 2b Practice - complex loops and constants  Study: Chapter 3  Preview Quiz - Chapter 3 |
| **Sunday** | Program #1  1 Global Scope Lesson |  | Study: Chapters 3 and 4 |
| **WEEK 3** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 2b Practice - complex loops and constants  Preview Quiz - Chapter 3 | Pair 2b Reflection  Notes: 3a Parameters, Return Types, and Objects  Lecture: Ch2c, Ch3a | 3a Practice - parameters  Study: Chapter 4  Preview Quiz - Chapter 4 |
| **Wednesday** | 3a Practice - parameters  Preview Quiz - Chapter 4 | Pair 3a Reflection  Notes: 4a User Input and Conditionals  Lecture: Ch4a | 4a Practice - if statements |
| **Sunday** | 1 Global Scope Lesson |  | Get ahead? Study: Midterm: Expressions, If/Else |
|  |  |  |  |
| **WEEK 4** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 4a Practice - if statements | Pair 4a Reflection  Notes: 4b Common Algorithms and printf  Lecture: Ch4b | 4b Practice - more practice |
| **Wednesday** | 4b Practice - more practice | Pair 4b Reflection  Pair Programming: Candy Machine (started and completed in class) | Study: Chapter 5  Preview Quiz - Chapter 5 |
| **Sunday** | 1 Global Scope Lesson |  | Start: Program #2  Get ahead? Study: Midterm |
| **WEEK 5** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | Preview Quiz - Chapter 5 | Notes: 5a while loops and fence post problems  Lecture: Ch5a | 5a Practice - while loops |
| **Wednesday** | 5a Practice - while loops | Pair 5a Reflection  Notes: 5b Random numbers and Assertions  Lecture: Ch5b | 5b Practice - putting it all together |
| **Sunday** | Program #2  1 Global Scope Lesson |  | Study: Midterm |
| **WEEK 6** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 5b Practice - putting it all together | Pair 5b Reflection  Pair Programming: Guessing Game (started and completed in class) |  |
| **Wednesday** | Midterm Exam |  | Study: Chapter 6  Preview Quiz - Chapter 6 |
| **Sunday** | 1 Global Scope Lesson |  | Get ahead? Study: Chapter 7; Preview Quiz - Chapter 7 |
| **WEEK 7** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | Preview Quiz - Chapter 6 | Notes: 6a Token-based Processing and File Output  Lecture: Ch6a | 6a Practice - token-based processing |
| **Wednesday** | 6a Practice - token-based processing | Pair 6a Reflection  Notes: 6b Line-based Processing  Lecture: Ch6b | 6b Practice - line-based processing  Study: Chapter 7  Preview Quiz - Chapter 7 |
| **Sunday** | 1 Global Scope Lesson |  | Start: Program #3  Get ahead? Study: Chapter 8 |
| **WEEK 8** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 6b Practice - line-based processing  Preview Quiz - Chapter 7 | Pair 6b Reflection  Notes: 7a Arrays  Lecture: Ch7a | 7a Practice - Arrays |
| **Wednesday** | 7a Practice - Arrays | Pair 7a Reflection  Notes: 7b More on Arrays  Lecture: Ch7b | 7b Practice - More Arrays  Study: Chapter 8  Preview Quiz - Chapter 8 |
| **Sunday** | Program #3  1 Global Scope Lesson |  | Start: Program #4 |
| **WEEK 9** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 7b Practice - More Arrays  Preview Quiz - Chapter 8 | Pair 7b Reflection  Notes: 8a OOP  Lecture: Ch8a | 8a Practice - OOP |
| **Wednesday** | 8a Practice - OOP | Pair 8a Reflection  Pair Programming: OOP (started and completed in class)  Useful for ref: Notes: 8a OOP | 8b Practice - More OOP  Study: Chapter 10  Preview Quiz - Chapter 10 |
| **Sunday** | Program #4  1 Global Scope Lesson |  | Get ahead? Study: Chapter 9; Preview Quiz - Chapter 9 |
| **WEEK 10** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 8b Practice - More OOP  Preview Quiz - Chapter 10 | Pair 8b Reflection  Notes: 10a ArrayList  Lecture: Ch10a | 10a Practice - ArrayList |
| **Wednesday** | 10a Practice - ArrayList | Chapter 9 Material  Preview Quiz - Chapter 9  🎬Video Lecture: 9a Inheritance | 9a Practice - Inheritance |
| **Sunday** | 1 Global Scope Lesson |  | Get ahead? Study: Final |
| **WEEK 11** | **Due Today** | **Lecture** | **Homework** |
| **Monday** | 9a Practice - Inheritance  10a Practice - ArrayList | Pair 10a Reflection  Pair Programming: GroceryList (started and completed in class) | Graphics setup for next class: Intro to ACM Graphics |
| **Wednesday** | Intro to ACM Graphics | Pair Programming: Wack-a-mole (started and completed in class) |  |
| **Sunday** | 1 Global Scope Lesson |  | Study: Final |
| **Finals Week** | **Due** | | |
| **BEFORE FINAL** | Study: Final | | |
| **FINAL** | Final Exam | | |

# **Required Materials**

## **Textbook**

* Course topic notes, slides, and videos will be provided in Canvas
* **Optional**: Building Java Programs: A Back to Basics Approach, 5th Edition (older versions work) by Reges and Stepp (same book used for CS143)

## **Software**

* *Java Development Kit (JDK) (freely available online)*
* *JGrasp IDE (freely available online)*

## **Computer & Technical Requirements**

* It is expected that when students enroll for this course they will be able to use a computer, be able to upload and download software and files, and navigate browsers and websites.
* Students will receive homework that must be completed on a computer with Internet access. School computers can be used for these purposes.
* See [Shoreline’s online learning resources](https://www.shoreline.edu/elearning-services/) for further support

# **Grading and Assessment**

In this course, you will be assessed through **Learning Practice** (daily practice assignments that are graded mostly for completion), **Java Programs** (longer pair programming and individual programs), **Exams** (assessing your ability to apply information within time bounds).

I strive to grade daily and weekly assignments within 5 days of the due date. The larger assignments take longer to grade and are generally graded within 7-10 days.

|  |  |
| --- | --- |
| **Activity** | **Possible Points** |
| Learning Practice | ~25 pts |
| Pair Programming | 10 pts |
| Individual Programs | 20 pts |
| Exams | 40 pts |
| Global Scope: College and Career Success | 5 pts |
| Global Scope: Computing and Society | 5 pts |
| **TOTAL** | **~105 pts** |

## **Purpose of Activities / Course Alignment**

* **Interactive/Guided Lectures** provide guided practice on core programming concepts through instructor directed concept review and modeling of the problem-solving thought process. Interactive lectures provide students with time to write incorrect, improvable, or incomplete code and receive in-the-moment guidance on how to correct and refine. (Outcomes 3, 4, 5, and 6)
* **Learning Practice** (including Preview Quizzes, Practice Problems, Practice Reflections) gives you the opportunity to practice reading, writing, and reflecting on small segments of code. These assignments are mostly graded for completion. (Course Objectives 3, 4, and 6)
* **Pair Programming** creates a space for you to use vocabulary, negotiate use of different programming constructs, and test/debug with another person. These assignments must be completed with a partner. (Course Objectives 1, 2, 3, 4, 5, and 6)
* **Individual Programs** build in difficulty throughout the course, providing an opportunity to build software solutions to tackle varying problems. These assignments are graded based on demonstration of learning, including both code product and code process. (Course Objectives 1, 2, 3, 4, 5, and 6)
* **Exams** provide an assessment of your understanding of programming vocabulary and ability to read and write code quickly. These assignments are graded for core concept mastery. (Course Objectives 3 and 4)
* **Global Scope: College and Career Success Lessons** are intended to provide an opportunity to hone skills related to overall well-being, which ultimately aide in your ability to learn. These assignments include taking care of your body and mind, building support systems managing academic distractions, and utilizing campus resources.
* **Global Scope: Computing & Society Lessons** are intended to hone your understanding of the intersection of computing with ethics, power, and society, the global impact of computing solutions, and encourage evidence-based inquiry, respect for diverse viewpoints, and thoughts about ethical responsibility in the creation of digital products.

## **Mandatory Decimal Grading**

**Your grade will be calculated as the cumulative points that you earn over the quarter.** Expect that at the start of the quarter your grade will appear low as you build up points. This also means that your grade (total points and final GPA) will *never* go down.

**Final GPA decimal grading** will be used in accordance with the following table. There is not an option for pass/fail grading in this course as it is transfer-equivalent.

**Conversion from points to gpa
**

## **Late Policy**

* Students are asked to turn in all assignments by the due date and time.
* Assignments not submitted on-time may receive zero points.
* Alternate arrangements *may* be approved for flexible due dates in circumstances when the instructor is contacted **prior** to the due date. *Day-of extensions will rarely be given. No assignments will be accepted beyond one week past an assignment’s due date.*

More information available here: [Shoreline's full Grades Policy (#6260)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6260GradesProcedure.pdf)

## **Academic Integrity**

Academic integrity is a commitment, even in the face of adversity, to actively engage in the learning process by using appropriate resources, asking for help, and doing your best to learn and grow your skillset toward the course outcomes. This means that you should showcase your own learning throughout the course. Any student found guilty of violating academic integrity will receive a zero for the assignment. If it happens a second time, you may fail the course.

See: [Shoreline Student Conduct Policy (#5030)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/Policy5050Version_132G-121WAC.pdf)

## **Course Academic Integrity**

Maintaining academic integrity is crucial for your success and the integrity of the learning environment. These guidelines outline expectations:

* **Learning Activities:** Collaboration with peers and mentors on these assignments is allowed and encouraged. You are encouraged to explore course materials collaboratively with peers and work together to enhance your learning.
* **Individual Programs:** These assignments should be complete primarily on your own. You may receive support through tutoring, office hours, or code review by someone not in the class; however, **all submitted products should showcase your own learning and developing skillset**. Submissions that utilize material not taught in class or material beyond your ability to explain and defend are considered violations of academic integrity. Always showcase your own learning even if you believe it's not perfect; I can help you improve your products and understanding.
* **Exams:** You are expected to demonstrate your understanding of course material on these assessments using only explicitly allowed materials, including your own brain ☺ Exams are designed to exactly follow a previously provided format and point scale, and I /never/ seek to surprise students on an exam.

By adhering to these principles, you contribute to a culture of honesty and academic excellence within our course. If you have any questions or concerns about Academic Integrity, please do not hesitate to seek clarification from your instructor.

# **Classroom Contract**

You are expected to uphold the classroom contract as follows:

* **Be Prepared**: You are expected to complete pre-work and homework before class starts so that you are ready to be engaged in conversations and activities. We learn to code by coding—so put your finger muscles to work!
* **Be Present**: You are expected to be in class, on time, and actively present in the learning process.
* **Participate**: You are expected to be actively engaged in your learning in class and online. This means both asking questions and helping others. It also means utilizing the tools that enhance your ability to learn while avoiding the temptations and tools that hinder learning. When in doubt, don’t hesitate to reach out to the instructor to strategize how you will learn this material best!
* **Create space for learning:** You are expected to create and cultivate a space where learning is conducive for all learners. This means that you participate in the class without dominating the learning space.

## **Diversity, Equity, Inclusion, and Accessibility (DEIA) in our Classroom**

It is my hope that our classroom is filled with a **diversity** of experience, backgrounds, and perspectives which we honor and celebrate. Having different lived experiences and different ways of thinking can make our interactions richer, our thinking more comprehensive, and—as a result—our products better.

Because every person has different needs and different ways of engaging, each student may need different resources and support on their learning journey. Acknowledging and honoring these differences means that we strive to provide an **equitable** learning experience (not necessarily an equal, standardized, experience) where each individual student gets the resources and support which they need.

Together, we must intentionally **include** our peers in our learning process by seeking their opinions, valuing divergent thinking, and finding ways to help each other feel a sense of belonging and success along the way. Sometimes this means stepping up to lead and sometimes this means stepping back to listen.

To make learning **accessible**, I strive to provide multiple ways of student engagement, a variety of representation in the material, and multiple ways of expressing learning. I also strive to honor accommodation needs (documented or undocumented) due to visible/invisible differences as well as temporary/ relapsing/remitting conditions, or long-term life situations.

We all play a role in the ongoing effort to create a diverse, equitable, inclusive, and accessible learning environment. I hope you will join me in making our learning space a place where all learners find joy and success in learning Computer Science.

Campus Life Resources

|  |  |
| --- | --- |
| * **Gender**   + [How do I update the college with my preferred name?](http://www.shoreline.edu/apply-and-aid/name-change.aspx)   + [Where are the all gender restrooms on campus?](https://www.shoreline.edu/map/all-gender-bathrooms.aspx) * **Financial**   + [Where can I find information on scholarships or financial aid?](https://www.shoreline.edu/apply-and-aid/financial-aid/sources-on-campus.aspx)   + [Where can I get an emergency short-term personal loan?](https://www.shoreline.edu/multicultural/short-term-emergency-loan.aspx)   + [Where is the Food Pantry / Benefits Hub?](https://www.shoreline.edu/apply-and-aid/funding-and-aid/financial-aid/benefits-hub/default.aspx) | * **Mental Health**   + [Where can I talk to someone about mental health or counseling?](https://www.shoreline.edu/counseling-center/) * **Tell me about the...**   + [Multicultural Center](https://www.shoreline.edu/multicultural/)   + [Gender Equity Center](https://www.shoreline.edu/gender-equity-center/default.aspx)   + [Veteran and Military Services](https://www.shoreline.edu/oss/veterans/)   + [Parent/Child Center](https://www.shoreline.edu/parentchildcenter/)   + [Living on campus in Student Housing](https://www.shoreline.edu/housing/)   + [Career Center](https://www.shoreline.edu/job-career-services/career-center/default.aspx) |

## **How to be Successful**

* **Come to class**: Participating in class lectures and practice problems will give you structured time to absorb new concepts, practice them, and ask questions to the Instructor and your peers.
* **Ask for help early**: In programming, everything stacks, meaning what you learn today, you WILL use tomorrow. Therefore, if you start to fall behind, it is imperative that you ask for help as soon as possible.
* **Practice**: It is not enough in programming to just read about or listen to lectures about concepts. It is important to solve problems both in-class and on your own. You should work through practice problems (like on CodeStepByStep) until you are able to solve them without the aid of another person.
* **Utilize the textbook, slides, and videos provided**: While lecture will cover most of the concepts, the textbook, slides, and videos provided will provide more detail and reference outside of class.

## **Getting Unstuck**

Getting stuck is part of the programming process. However, one of the most useful skills you may learn from this course is "how to get unstuck."

Here are some suggestions:

* **Make systematic changes.** Look carefully at the work you have just done. Try changing one thing and see what effect it has.
* **Talk to a rubber duck.** No really, this is actually [a thing](https://en.wikipedia.org/wiki/Rubber_duck_debugging). Sometimes if you take a moment to tell someone (even someone non-techie) what you're trying to do, you'll end up having an Ah-Ha moment of clarity!
* **Ask a classmate.** Try to share ideas about how to figure out the problem rather than telling your classmate the answer. You'll learn as much by helping others find their mistakes as you will by finding your own.
* **Take a break.** Sometimes you just need to take a break! Looking at code with a fresh set of eyes solves problems quicker than beating your head against the computer :)
* **Ask the Instructor.** I'm here to help you. It's literally my job.

# **Letter of Recommendation Requests**

Letters of recommendation are often needed for applications to transfer universities, jobs, and internships. Instructors take pride in the letters that they write for students and can only craft strong letters for students whom they know well. Part of your job as a college student is to become the kind of student that a professor can speak highly of—hardworking, capable, and intellectually inquisitive.

**Before requesting a letter of recommendation, ask yourself:**

* Have I discussed my academic or career goals with this instructor?
* Have I demonstrated an excellent work ethic or produced quality work in this course?
* Have I demonstrated responsibility for my learning and active participation in class (good attendance, thoughtful communication with the instructor and my peers)?
* Have I shown or communicated a passion for the subject or concepts that were taught?
* Will this instructor be able to incorporate personal and specific details about my academic growth or trajectory?

It is not necessary that the person writing your recommendation be able to speak to every bullet point above, but they should be able to address at least one.

Sometimes you are asked if you would like to **waive your rights** to read the letter. One advantage to waiving your rights is that the people reading the letter will know it was written candidly, which could make the letter more influential.  The disadvantage is that you won’t get to see what was written. Thus, it is important to ask your potential recommender if they can provide a *positive* letter.  If they can’t say “yes” or suggest you ask another person, then ask someone else.

**Requests may be declined for a variety of reasons**, including, but not limited to: insufficient time to write the letter, not knowing the student well enough to provide specific character observations, or too much time has elapsed since working with the student.

**Requests for recommendations should come well in advance of the deadline for submission** (i.e., at least 14 days in advance of the deadline)

# **Student Services**

## **Campus Closures / Cancelled Class**

There are two types of suspended operations possible: campus is closed or classes are cancelled.  In the event of campus closure or cancelled class, students will be notified via Canvas of their expectations in relation to school work.

For more information: [Suspended Operations Procedures (#4010)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6030SuspendedOperationsProcedure.pdf)

## **Access and Accommodations**

Shoreline Community College is committed to providing educational programs without regard to disabling conditions as defined by Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made and no otherwise qualified individual with disabling conditions shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program, activity or service administered by the college.

For more information: [Shoreline Student Accessibility Services](http://www.shoreline.edu/oss/students-with-disabilities/default.aspx)

## **Tutoring Services**

The Shoreline Student Learning Center (SLC) provides students with free one-on-one tutoring support for any Shoreline Community College classes. Students can receive 2 hours of free tutoring a week per class they are registered for in a quarter.

For more information: [Shoreline Student Learning Center (SLC)](https://www.shoreline.edu/student-learning-center/default.aspx)

## **Counseling Center**

The Counseling Center provides free, confidential and professional counseling services, resources, and referral to support the academic and personal success, health, and well-being of our students and campus community.

Students often visit the Counseling Center to discuss a wide variety of topics: depression, anxiety, relationship concerns, and stress management; indecision about major or career path; and academic concerns such as failing grades, struggling with a subject, or managing a learning disability. The Center also supports students who may be feeling suicidal or in crisis.

* FOSS – 5245, 206-546-4594, [www.shoreline.edu/counseling-center](http://www.shoreline.edu/counseling-center)

Need support when they are not available? For 24/7 emergency counseling, referral, or assistance please contact:

* King County: 24-Hour Crisis Line | 866-427-4747
* Snohomish County: 24-Hour Crisis Line | 800-584-3578
* Live Chat: [crisischat.org](http://crisischat.org/)
* Crisis Text Line: Text 741741
* 911 (for immediate health-related emergency)

## **Additional Campus Resources**

Check out the [Current Students page](https://www.shoreline.edu/currentstudents/) for more information about Academic Support, Student Services, Campus Life, and much more.

# **Privacy Policies**

To learn about the practices regarding personal information that may be collected from users in this course, check the privacy policies below:

* [Canvas](https://www.canvaslms.com/policies/privacy)
* [Panopto](https://www.panopto.com/privacy/)
* [Shoreline Privacy Policies](https://www.shoreline.edu/currentstudents/privacyandnondiscrimination.aspx)
* [Student Policies](https://www.shoreline.edu/currentstudents/student-policies.aspx)
* [Microsoft 365](http://www.microsoft.com/online/legal/v2/?docid=22&langid=en-us)
* [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/)

# **Accessibility Policies**

Below are links to accessibility policies for sites used within this course:

* [Canvas](https://www.canvaslms.com/accessibility)
* [Panopto Accessibility Features](https://support.panopto.com/articles/Documentation/accessibility-features)
* [Shoreline Community College](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf) [(Audio Version)](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf)
* [Microsoft Office 365](https://support.office.com/en-US/article/Accessibility-in-Office-365-ACA7ACCF-58A0-4467-BE5C-24A7E7933A9D?ui=en-US&rs=en-US&ad=US)
* [Google (covers YouTube)](https://www.google.com/accessibility/products-features.html)