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COURSE SYLLABUS

Term: Spring 2017 (2016-2)

Course: BIOL 373 BIOMEDICAL HEALTH LITERACY II- SECTION A

| Instructor Information: | |
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| Instructor Name | Dr. Rogers |
| Office Number: | 335 |
| Phone Number: | 219-473-4268 |
| Email: | drrogers@ccsj.edu |
| Hours Available: | All hours and schedules are posted outside of room 335, however, if the door is open and no one is in there, come on in! No appt necessary, but they are welcomed. Monday through Thursday 6:45AM to 8:30AM. Monday, Tuesday and Thursday 1:30-2:30PM and Wednesdays from 1:30-3:30PM |
| <p>Instructor Background: <i>B.S University of Illinois (Chemistry); Ph.D. University of Illinois (Chemistry); Post-Doctoral Fellow, University of Illinois (Bioanalytical Chemistry); Adjunct Professor: National Louis University (2008), Prairie State College (2008-2009), Elmhurst College (2008-2009), Visiting Assistant Professor: DePaul University (2009-2011) and Assistant Professor of Bioanalytical Chemistry and Director of Undergraduate Studies (2011-2013). Director of the Science Program, Assistant Professor at Calumet College (2013-2016). Department Chair of Science, Math, and Behavioral Science (2015-2016). Director of the Biophysical Chemistry Program, Associate Professor at Calumet College (2016-present). Biophysical Chemistry and Math Department Chair (2016-present).</i></p> <p>What does my research at Calumet College of St. Joseph entail?</p> <ul style="list-style-type: none"> • Analyze structural and neurotoxic properties of neurodegenerative-disease related proteins and peptides, which are major suspects of Alzheimer's disease and Parkinson's disease • Utilize various sample preparation techniques including but not limited to biochemical assays, kinetics, neurotoxic effects involving instrumentation such as fluorescence, UV/Vis, NMR, FTIR, and electron microscopy. <p>The types of sciences which are involved in my research cover a broad range of interdisciplinary aspects from analytical chemistry, physical chemistry, biophysics, nanotechnology, bioanalytical, molecular biology, biochemistry, and neuroscience.</p> | |

Theoretically, everyone in this class could get an A. This fact means that you are never in competition with your classmates. I have this policy to encourage you to study in groups for the exams to help each other out. I encourage you to follow your performance using the grades that will be posted on Blackboard.

| Course Information: | |
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| Course Time: | ARR |
| Classroom: | CCSJ 332, 337, & 339 |
| Prerequisites: | Pre-requisites – C- or better in MATH 103, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, CHEM 310L and CHEM 372. Lab fees will be applicable. |
| Required Books and Materials: | <p>Required on a daily basis</p> <ol style="list-style-type: none"> 1. Laboratory Notebook (Spiral bound 100 set), Hayden-McNeil Publishing 2. Safety goggle or glasses which conform to the American National Standard Institute's (ANSI) standard Z87.1-1989 for protection against chemical hazards. The bookstore sells goggles: Sellstrom Safety (product # SF88210), Superior Industrial Supply Co <p>Recommended:</p> <ol style="list-style-type: none"> 1. D.C. Harris, <i>Quantitative Chemical Analysis</i>, 8th ed., W.H. Freeman & Co., New York, 2010 2. D.C. Harris, <i>Solutions Manual for Quantitative Chemical Analysis</i>, 8th ed., W.H. Freeman & Co., New York, 2010 3. Non-graphing, non-programmable calculators are recommended for lab. Suggested models include: TI-30X family of calculators or CASIO fx-260solar or CASIO fx-250HC 4. Periodic table is recommended for lab. |
| <p>Learning Outcomes/ Competencies: This is a list of very specific learning objectives for Biol 373A lab. The lab will also provide hands-on opportunities to develop and apply this knowledge. Please note that for many of the topics in this course real world examples are used. If a specific objective is also partially addressed with an experiment, then the experiment number has been included in parenthesis. Also, on occasion, the topics result in brief discussions of economic and societal issues and some historical development can also be done so as to see the role science played in certain world events.</p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Scientific Knowledge and Critical Thinking: <ul style="list-style-type: none"> o Students will demonstrate substantial and up to date core knowledge of broad areas in basic biomedical, translational, or clinical research. o Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others. 2. Research Skills and Problem Solving Ability: <ul style="list-style-type: none"> o Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research. o Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health. 3. Specific Expertise: <ul style="list-style-type: none"> o Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts. o Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area. | |

4. Communication:

- Students will demonstrate the oral, written and media communication skills required to be effective communicators, teachers and mentors of peers, future scientists and scientifically literate citizens

5. Ethics and Advocacy:

- Students will apply highest standards of ethics to their research (data management, research subjects, stewardship of research funds)
- Students will improve their confidence and interactions with colleagues and the public.
- Students will be able to advocate for the role of science in medicine and society

6. Career Preparation:

- Students can articulate an appropriate set of desired potential career paths, and are aware of the preparation and initiative required to pursue these paths

Course Description: A 3 credit course. This course is the second part of a two semester research and literature course in biomedicine which will cover the how to put together a proper proposal by interpreting, analyzing, and presenting data acquired in the first sequence. The students will prepare papers in a similar manner as preparing for publication in a peer reviewed journal. In particular, this course will give students insight through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the various health conditions including various Prions diseases, Lou Gehrig's disease and others, just to name a few. A theme through the course is to develop a cure/treatment for various diseases. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments and research related discoveries that might have prolonged the person's life. Key biological concepts including: metabolism, inheritance of traits, feedback systems, neurological impacts, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, spectral interpretation, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of the Biomedical Science field and to lay the scientific foundation necessary for student success in industry/advanced applied sciences. Pre-requisites – C or better in MATH 103, BIOL 115, BIOL 115L, BIOL 205, BIOL 205L, CHEM 200, CHEM 200L, CHEM 205, CHEM 205L, CHEM 310, and CHEM 310L, and BIOL 372. Lab fee is applicable.

Learning Strategies:

Active learning, BlackBoard, group discussions, team projects, collaborative learning, lecturing, laboratory exercises, demonstrations, oral and poster presentations.

Experiential Learning Opportunities:

In class discussion, comprehension and critical thinking along with laboratory experience is essential for a fundamental understanding of the scientific method. This course has a required laboratory portion that provides students with experiential learning through experimental design, hypothesis development, data interpretation, and communication of results through laboratory reports.

Assessments:

The point values for each category of assessment are listed below. Point values for each category may be adjusted to reflect actual number of assignments, quizzes, etc., at the professor's discretion and any changes made during the semester supersede the point values reflected here; changes will be announced in class and posted on BlackBoard.

The laboratory grade is composed of four components. The scientific safety, scientific ethics, laboratory notebook, and final presentation. **There are no make-ups for a missed final presentation.** Keep in mind that if you have *more than one laboratory absences for invalid reasons, you will fail the course.* Your grade for this course will be based on the total number of points you accumulate during the session. Any questions regarding grading must be addressed within one week after the graded material has been returned to you. **The grade you earn in this course will be determined by the following components:**

| CATEGORY | DESCRIPTION | POINTS |
|--------------------|---|-------------|
| Scientific Safety | random checks | 15% |
| Scientific Ethics | Lab Notebook | 15% |
| Participation | Communication, participation and attendance | 15% |
| Data | Data analysis and interpretation | 25% |
| Final Presentation | Poster or Oral Talk | 30% |
| | Total | 100% |

Grading Scale

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| 100 – 92: A | 91 – 90: A- |
| 89 – 88: B+ | 87 – 82: B |
| 81 – 80: B- | |
| 79 – 78: C+ | 77 – 72: C |
| 71 – 70: C- | |
| 69 – 68: D+ | 67 – 62: D |
| 61 – 60: D- | |
| 59 and below | F |

Any student concerns about grading on laboratory reports or other evaluated work must be addressed within one week after receipt of the graded material. The lowest laboratory score will be dropped and the grade computed out of the remaining scores. The percentage score will be determined, and the following scale applied.

Course Schedule:

Labs

Week 1: Jan 9-Jan 13

Meet with me to discuss what your project will be and decide on your groups. Obtain supporting articles published in a peer-reviewed journal.

Week 2: Jan 16-20

NO CLASS ON MONDAY, January 16, 2016

3 hours are required in the lab setting. You will discuss with me your action plans, go over what protocols and procedures you'd like to utilize and what items need to be ordered. We will design the project this week.

Week 3: Jan 23-27

Begin the research project and its middle stages. Also, go over where you'd like to present your findings, start preparing and results and discussion - submit your proposals.

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| Week 4: Jan. 30-Feb 3 |
| Continue on with your research. Make sure to remember to document all your research findings, instruments used, all the chemicals used and the techniques. |
| Week 5: Feb 6-10 |
| Continue with research project. Make sure to use at least 3 different types of instruments. On or off campus is okay. |
| Week 6: Feb 13-17 |
| Continue on with research project. Start discussing theories and data analysis |
| Week 7: Feb 20-24 |
| Research continues....edit your abstracts, materials and methods, discussion, data analysis, results and conclusion |
| Week 8: Feb 27-March 3 |
| ***Spring Break*** |
| Week 9: March 6-10 |
| Research continues....prepare your discussion and results of the paper |
| Week 10: March 13-17 |
| Finish up research, start working on finalizing the paper and putting together the abstract. Prepare for you conferences that you will attend. |
| Week 11: March 20-24 |
| Edit the papers and conform it to the template for the chosen journal. |
| Week 12: March 27-March 31 |
| Obtain all supporting references. |
| Week 13: April 3-7 |
| <i>Prepare posters. Final versions are due!</i> |
| Week 14: April 10-14 |
| <u>Poster at CAURS</u> |
| Week 15: April 17-21 |
| Poster at Society for Neuroscience |

I reserve the right to change this schedule to meet the needs of the class.

| Responsibilities | |
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| Attending Class | <p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>This is an arranged time course, therefore you are accountable to give at least a minimum of 3 hours a week in the lab setting.</p> |
| <u>SCIENTIFIC SAFETY</u> General Guidelines and Laboratory Rules (Just a reminder) | <ol style="list-style-type: none"> 1. If you are pregnant, you must obtain a letter from you obstetrician that states that it is safe for you to conduct experiments during the quarter and you must submit this letter to your lab instructor. 2. Safety glasses/goggles must be worn at all times in the lab. Contact lenses are prohibited; wear prescription glasses instead. |

3. Open-toes shoes, shorts and excessively loose or flowing clothes are forbidden in the lab. You must adhere to the lab attire rules posted near McGowan South 304.
4. Long hair must be tied back.
5. Gloves must be worn when handling chemicals. Always wash your hands after each lab.
6. Know the locations of the safety shower, eye wash stations, and first aid kit in the lab.
7. Know the exits from the lab and the building.
8. Report all personal injuries to the instructor who will assess the wound and summon professional help if necessary.
9. Assume that the chemicals are dangerous unless you know otherwise.
10. Dispose of waste in the appropriately labeled containers ONLY.
11. Work only with clean equipment and glassware (dry) on a clean bench top, and clean up after yourself.
12. Carefully handle and measure appropriate quantities if the reagents needed in the experiment.
13. Use the right chemicals – pay attention to the names of the chemicals that you plan to use. You could cause a serious accident if you mix the wrong chemicals.
14. Save all solutions and solids until you have successfully completed the experiment.
15. Never return excess chemicals to the stock bottle.
16. Smoking, eating, drinking, gum chewing, and applying cosmetics in the lab are prohibited.
17. Never use your mouth to pipette a liquid; use a pipette bulb.
18. Manage your time wisely so that you don't rush or take short cuts.
19. Record all data in ink in your laboratory notebook while you work! Do not write data, even temporarily, on scraps or other pieces of paper. Make sure your data is complete. Make sure to record the date or the unknown number, if any.
20. Be prepared for the experiment before you arrive to the lab.
21. Clean up after yourself. Clean your part of the laboratory bench at the end of your stay in the lab. Points will be taken off the lab report grade if the balance room or the laboratory is left untidy.
22. If you don't know or are unsure about any aspect of your experiment, ask the instructor or the TA.
23. If you fail to adhere to the safety rules you will not be allowed in lab. Your behavior that is deemed by the instructor to be unsafe to yourself or to others will result in your dismissal from that week's experiment. You will not be allowed to finish the lab at a later time.

Your preparedness and behavior in lab will be evaluated as part of your lab safety grade. If you follow the rules delineated above, earning these points should be straightforward. The instructor will perform random checks during each lab meeting. Upon the completion of each meeting, you will be notified of any point deduction.

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| <p>SCIENTIFIC ETHICS:</p> <p><u>Laboratory Notebook</u></p> | <p>You must record all data in the official course laboratory notebook. Make sure that you write your name on your notebook and supply any other pertinent contact information that can be used to return the notebook to you in case it is lost.</p> <p>If you make a mistake, delete entries by crossing them out neatly with a single line. Scrap paper notes will be confiscated and not returned. Before leaving the laboratory you must have another student look over your work, your calculations and they must sign and date it. You must also have the laboratory instructor sign the page(s) with your data and turn in the duplicate(s) of the page(s) you worked on. Original pages (blue) should never be torn from the notebook. The notebook should retain an intact sequence of numbered blue pages. Copy pages (yellow) will be submitted to the instructor at the end of each experimental run/day. Carbon copies will not be accepted after you leave the laboratory for the day. Please be aware that your laboratory notebook is subject to inspection to verify and authenticate your experimental observations.</p> <p>The notebook pages must contain any and all pieces of information needed to obtain final results for the experiment. Such information includes, but is not limited to:</p> <ul style="list-style-type: none"> • The title of the experiment • The name of your laboratory partner, if applicable • The date of the experiment • The procedure for the experiment (not a word-for-word copy of the lab manual contents, but your notes that will allow you to complete the experiment) • A detailed list of procedural changes • A detailed list of equipment and its condition • Clearly written data with <i>proper significant figures</i> and <i>units</i>, in tabular form • Clearly written calculations with proper significant figures and units <p>The burden is on you to make sure you have all of the data that is necessary to write a successful final project. Trying the calculations before leaving lab will help make sure that you have all of the necessary data.</p> <p>Every student in the lab will also be responsible to look over a peer's notebook. This is to occur after the completion of every lab meeting. If the reviewer missed a mistake, both the reviewer and the person whose notebook it is will be penalized by having points deducted from their "Scientific Ethics" portion. As this would be the case in all the fields of science, from medicine to industry. If you make a mistake, not only will you be liable for any mistakes made, but so will the person who checked the results and did not do anything about it. If the review finds a mistake, it is required by them, that they note this in the lab notebook immediately, prior to turning in your yellow sheets.</p> <p>You will be graded on how you prepare and maintain your laboratory</p> |
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| | <p>notebook, the accuracy of your results and of your calculations, and the accuracy of the calculations of the student who's notebook you reviewed.</p> |
| <p>LITERATURE SEARCHES</p> <p>Add to your Lab Notebook</p> | <p>I will post any announcements for that week and a literature reading assignment for that week on Blackboard. The readings will not be graded. Rather, these literature assignments are intended to help you understand the laboratory material more deeply and help you prepare for the final presentation. You should always feel free to post any comments and/or notes about these readings in your notebook.</p> <p>Students are required to read the assigned text materials before lab and are expected to be prepared for the experiments. This enables in depth discussion of the material and current topics in chemistry if approached by the instructor. Students are expected to ask questions as well as be called upon to answer questions in the lab. Regular lab attendance as well as participation in lab activities and discussions will be considered for participation grade.</p> |
| <p>DATA ANALYSIS AND INTERPRETATION</p> <p>Add to your Lab Notebook</p> | <p>Once you start acquiring data you must look over the findings and interpret your results immediately as you obtain it. Make sure it makes sense. If it does not, re-check your calculations and your instrumental settings. As a direct result of your immediate observation, you are able to start over without a penalty and also have the adequate time required to complete your experiment. If there are errors beyond your control, you must immediately inform the instructor and proper measure will then be taken. Since you will be working under realistic scientific settings, similar to those found in graduate school/industry, you should take part in helping analyze the source of the error. By doing so will increase your knowledge and expertise in the analytical skills for that particular instrument.</p> |
| <p>ORAL PRESENTATION</p> <p>Either as a poster or talk</p> | <p>It is up to the discretion of the instructor and based on the size of the class how the final interpretation of the data will be presented. Whether in poster format or oral talks, every student is required to discuss the experimental procedures involved in detail. From the instrument and its particular settings (which hopefully were determined experimentally and based off of literature) to the results and final interpretation. The poster/talk should tell a story. Why you did the experiment? How you performed the experiments? What did you find out? What does it all mean? What can we take home from this? Can we go on further with this project? Do we have sufficient data to maybe put it together for a peer-reviewed journal?</p> <p>If you feel that you have adequate, reproducible data, we can possible discuss the option of having it published. This will not be a part of your final grade, but will be a great bullet point to have on your resume/CV as you apply to go to the next step in your scientific career.</p> |
| <p><u>Laboratory Resources</u></p> | <p>The lab instructor and teaching assistant both have office hours during which they can answer questions regarding reading assignments, calculations from a lab, the final project, etc. The writing of lab reports may be a new experience for you. If you have questions regarding formatting, organization, etc., you should feel free to stop by. With</p> |

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| | <p>enough notice, they may be able to look over a rough draft of your presentation and make suggestions. In addition, the Center for Writing has tutors familiar with writing lab reports and posters that can help you revise a rough draft. In all cases, it is important to schedule an appointment several days before your report is due.</p> |
| <p>Turning In Your Work</p> | <p>You cannot succeed in this class if you do not turn in all your work on the day it is due. Due dates are specified for each assignment on this syllabus; any changes will be announced in class and posted on BlackBoard.</p> <p>See “attending class” above. All assignments can be submitted via e-mail if a link is not provided through BB. It is the student’s responsibility to request extensions in writing from the instructor.</p> |
| <p>Using Electronic Devices</p> | <p>In order to minimize distractions in the classroom, please turn off the sound on cell phones and pagers and keep classroom chatter and eating noises to a minimum. No social media chatting/texting will be allowed to be used during lecture or lab times unless otherwise directed by the instructor. No videotaping or recording of lecture without written consent and discretion of the instructor. The instructor reserves the right to ask you to leave the room if you interrupt the class.</p> <p>The science faculty will address electronic device use as follows:</p> <p style="padding-left: 40px;">Occurrence</p> <ul style="list-style-type: none"> • 1st – Student is given a verbal warning. • 2nd - Student is instructed to leave the classroom. The student cannot return to class until they have met with the professor. • 3rd - Student is instructed to leave the classroom. The student can return to class until they have met with the V.P. of Academic Affairs. <p><i>Things can and do happen. If someone really needs to reach you while you are in class, please inform the professor at the beginning of class. You can set your device to "vibrate" and answer your phone call in the hallway.</i></p> <p>In order for the lectures to flow smoothly and for the class to get the most of the time spent together, I request that the use of the podium computer be prohibited 10 minutes prior to lecture and 10 minutes post lecture.</p> |
| <p>Participating in Class</p> | <p><u>General Laboratory Guidelines:</u></p> <ul style="list-style-type: none"> • Know the locations of the safety shower, eye wash stations, and first aid kit in the lab. • Report all personal injuries to the instructor who will assess the wound and summon professional help if necessary. • Assume the chemicals are dangerous unless you are told otherwise. • Work only with clean equipment and glassware (dry) on a clean bench top. • Carefully handle and measure appropriate quantities of the reagents needed in the experiment. |

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| | <ul style="list-style-type: none"> • Use the right chemicals – pay attention to the names of the chemicals you plan to use. You could cause a serious accident if you mix the wrong chemicals. • Save all solutions and solids until you have successfully completed the experiment. • Manage your time wisely so that you do not rush or take short cuts. • Record all data in ink in your laboratory notebook while you work! Do not write data, even temporarily, on scraps or other pieces of paper. Make sure your data is complete. Make sure to record the date or the unknown number, if any. • If you do not know or are unsure about any aspect of your experiment, ask the instructor. <p>Your preparedness and behavior in lab will be evaluated as part of your lab report grade. If you follow the rules and guidelines stated above, earning these points should be straightforward.</p> <p><u>Laboratory Resources:</u> The lab instructor has office hours during which they can answer questions regarding pre-lab assignments, calculations from a lab, the writing of lab reports, etc. If you have questions regarding the formatting, organization, etc. of your lab report, you should refer first to the rubric for the lab and the lab report writing guidelines; both of these are available on Bb. If you still have questions, you should contact the lab instructor. With enough notice, they may be able to look over a rough draft of your report. In addition, the Center for Writing has tutors familiar with writing lab reports that can help you revise a rough draft. In all cases, it is important to schedule an appointment several days before your report is due.</p> |
| <p>Doing Your Own Work</p> | <p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>It will be assumed at all times that work handed in is one's own and one's own alone, unless specific credit is given to the contributions of others. The giving or receiving of assistance during examinations is dishonest. Any violations of the academic integrity (i.e., copying assignments, plagiarism, cheating on exams, etc...) will be treated with the utmost seriousness.</p> <p><u>Cheating on Exams</u> Cheating on exams comes in two forms: (1) Communicating with others in any form, either verbally or nonverbally, as a way of sharing information during an exam; (2) Bringing in some sort of aid, such as notes, to assist you during the taking of an exam. To help facilitate honest test taking, I will require that all cell phones be shut off and put away, all tables cleared, and all hats removed, during all exams.</p> <p><u>Plagiarism</u></p> |

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| | <p>Plagiarism is the presentation of the ideas, opinions, or the writings of others as though it were your own. Plagiarism is stealing. It is dishonest, unethical, and illegal. It is also not a very smart approach to school, because it defeats the point of your being here, namely, to improve your own powers of thought and expression.</p> <p><u>Consequences of Academic Dishonesty</u> I have zero tolerance for cheating or plagiarism in my classroom. If you are caught cheating on an exam, or if you are caught plagiarizing on a written assignment, you will receive a zero on that exam or written assignment without impunity. You will not be given the opportunity to retake an exam, or to drop or rewrite the assignment. I will also turn the matter over to the proper channels for further possible action. I will have no reservations reporting this activity.</p> <p>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p> <p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>This course uses ACS format for all citations.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p> |
| Withdrawing from Class | After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog. |

| Resources | |
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| Student Success Center: | The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is |

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| | open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. |
| Disability Services: | Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349. |
| CCSJ Alerts: | <p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p> |

Emergency Procedures

MEDICAL EMERGENCY

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| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Call 911 and report incident. 2. Do not move the patient unless safety dictates. 3. Have someone direct emergency personnel to patient. 4. If trained: Use pressure to stop bleeding. 5. Provide basic life support as needed. |

FIRE

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| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Pull alarm (located by EXIT doors). 2. Leave the building. 3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> • Location of the fire within the building. • A description of the fire and how it started (if known) |

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.

3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

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| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Call 911 and report incident. 2. Secure the area. 3. Assist the injured. 4. Evacuate if necessary. |

TORNADO

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| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Avoid automobiles and open areas. 2. Move to a basement or corridor. 3. Stay away from windows. 4. Do not call 911 unless you require emergency assistance. |

SHELTER IN PLACE

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| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Stay inside a building. 2. Seek inside shelter if outside. 3. Seal off openings to your room if possible. 4. Remain in place until you are told that it is safe to leave. |

BOMB THREATS

| |
|---|
| EMERGENCY ACTION |
| <ol style="list-style-type: none"> 1. Call 911 and report incident. 2. If a suspicious object is observed (e.g. a bag or package left unattended): <ul style="list-style-type: none"> • Don't touch it! • Evacuate the area. |

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.