



Your University of Choice

## **SYLLABUS FOR BUSINESS MICROCOMPUTER APPLICATIONS**

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**Term:** Spring 2017 (2016-2) (January 9 – April 29, 2017)

**Course Number:** CMIS 225A

**Instructor:** Mr. Darren Henderson

**Office:** Room 617

**Office Phone:** (219) 473-4346

**E-mail:** dhenderson@ccsj.edu

**Office Hours:**

|          |                            |
|----------|----------------------------|
| Tuesday  | 2:00 p.m. to 3:30 p.m.     |
| Thursday | 2:00 p.m. to 3:30 p.m.     |
| Arranged | call or e-mail to schedule |

### **Instructor Background:**

#### Education

- Master of Science in Electrical Engineering from Purdue University, West Lafayette, IN
  - Specialization in Communications and Signal Processing
  - Graduate coursework: Digital Communications, Digital Signal Processing, Image Processing, Computer Networks, and Estimation Theory
- Bachelor of Science in Engineering from Purdue University Calumet, Hammond, IN
  - Undergraduate coursework emphasis in mathematics and physics: Advanced Calculus, Partial Differential Equations, Complex Analysis, Advanced Analysis, Electromagnetic Field Theory, Optics, and Quantum Mechanics
  - Senior Project: Developed a prototype for a home security and convenience system with a speech synthesis capability. Wrote assembly language software for the Motorola HC11 microcontroller to control the system and interface with a Texas Instruments speech synthesis chip

#### Work Experience

- Calumet College of St. Joseph, Hammond, IN
  - Assistant Professor, Computer Information Systems
    - Courses taught include Computer Literacy, Business Microcomputer Applications, Applications in Databases: Access, Applications in Spreadsheets: Excel, Web Page Design, C++ Programming I and II, Hardware and Software Concepts, Systems Analysis and Design, and Data Communications and Networking Theory
  - Institutional Researcher
    - Since Spring 2007 term
  - Computer Services Department
    - Helped lay the groundwork for the school's existing computer network and services. Responsible for initially creating the faculty and staff e-mail accounts and for making the school's computers (faculty, staff, and 4<sup>th</sup> floor computer labs) Internet accessible. Duties involved Unix/Linux and Windows NT System Administration and TCP/IP Network Administration in support of DNS, DHCP, WWW, and e-mail services. Implemented an early firewall to protect the school's Univers database system from unauthorized access
- Ivy Tech State College, Valparaiso, IN
  - Adjunct instructor in the Electronics Technology Department

- Courses taught: Circuits I and II, Solid State I and II, Digital Principals, Digital Applications, and Electricity for HVAC.

Publications/Presentations

- “Do Voter Registration Drives Increase Voter Turnout?” paper and presentation at the 65<sup>th</sup> Annual Meeting of the Midwest Political Science Association, Chicago, Illinois, April 12-15, 2007 with Dr. Tina Ebenger
- “Tailoring an MIS degree: incorporating current skills in an accelerated format” paper with Kurt Jordan and George Schaefer, Information Systems Education Conference (ISECON) 2006. (accepted/absentee)
- An Interdisciplinary Approach to Implementing Competency Based Education in Higher Education, Goodman, Henderson, Stenzel, Mellen Press, 2006 (ISBN 0-7734-5831-X)
- “The Zen of Competency-Based Education”, presented at the Higher Learning Commission (NCA), with Dr. Eileen Stenzel and Dr. Barbara Goodman, March 2004, Chicago, Illinois.

Research Interests

- Business Intelligence (PowerPivot, DAX), Ruby Programming, Web Programming (PHP/Laravel, Ruby on Rails), Software Engineering

**Course Time:** Tuesdays and Thursdays

3:30 p.m. – 5:00 p.m.

**Room 418**

**Course Description:** This survey course provides the student with an introduction to microcomputers with an emphasis on business applications. Application package under review will be Microsoft Office.

**Prerequisite:** CIS 115 and/or permission of program director.

**Learning Outcomes/ Competencies:**

Students in this course will:

- **Use a personal computer and its Graphical User Interface (GUI) effectively**
  - initiate and terminate a computer work session (e.g. "powering-on" a computer, successfully logging into a computer network, and shutting down a computer)
  - manage the desktop (e.g. starting and exiting application programs, manipulating windows)
  - multitask (e.g. switch between multiple concurrent application programs, transfer information between two documents and/or applications)
- **Use word processing software at a basic-level mastery including**
  - use a computer keyboard to enter text into a document
  - use the appropriate commands to edit text (e.g. add new text to an existing document, delete text, move text)
  - apply and remove basic formatting (e.g. change margins, line spacing, character formatting)
  - produce a hard copy of a document
- **Use presentation graphics software at a basic-level mastery including**
  - create a bulleted list presentation from an outline
  - edit a slide presentation (e.g. add new slides, edit slide text, delete slides, reorder or reposition slides) as needed
  - work with graphics, including inserting clipart or other graphic formats, resizing and repositioning images
  - use the appropriate navigation controls to mechanically deliver a slide show
  - generate the appropriate hard copy printouts (i.e. presentation slides for the speaker and handouts for the audience)

- **Use spreadsheet software at a basic-level mastery including**
  - enter text and numbers into a given spreadsheet cell
  - create spreadsheet formulas combining the appropriate mathematical formulas and/or built-in functions and the appropriate cell references.
  - apply and remove simple cell formatting (e.g. number styles, character formatting styles)
  - produce a hard copy of a spreadsheet
- **Perform common file management tasks**
  - work with files during a single computer work session and over multiple work sessions (e.g. open and save files)
  - use utility software to compress and package multiple files as a single zip file
  - use utility software to decompress files
- **Use the CCSJ Webmail service to**
  - monitor any communications from the instructor regarding the course and course assignments and homework
  - communicate with the course instructor as required.
- **Use the CCSJ Blackboard e-learning environment to**
  - access CCSJ's Blackboard login page using a WWW browser and successfully login
  - navigate the Blackboard e-learning environment as required
  - change their "Personal Information" (e.g. change the default password) as required
  - access course content (e.g. announcements, homework, class exercises, Word documents, Excel spreadsheets, Access databases, Adobe PDF files) as needed
  - use Blackboard's communication capabilities (e.g. e-mail) to communicate with the instructor
  - use Blackboard's functionality to "send" assignment/homework files (e.g. Word document, Excel spreadsheet, Zip file, etc.) to the course instructor
  - use Blackboard's gradebook to monitor course progress
  - view course content video tutorials for instruction and/or for review
  - terminate a Blackboard session by logging out properly
- **Use word processing software at an intermediate to advanced level mastery to**
  - create headers and footers (e.g. page numbers in footer)
  - apply formatting using shortcut keys (e.g. CTRL + B to toggle BOLD)
  - work with styles
  - insert manual page breaks
  - determine the number of words in a document
  - indent paragraphs
  - insert and customize Word citations, research sources, and document bibliography using the References tab
  - work with clip art (e.g. inserting, moving, resizing)
  - set and use "custom" tab stops
  - work with border formatting
  - work with tables (e.g. create a table with the desired dimensions, enter text into table cells, add and delete rows and columns, merge cells)
  - work with bulleted lists
  - display and remove non-printing symbols (e.g. spaces, tabs, paragraph marks)
  - use the zoom feature (e.g. text width)
  - apply and remove color text formatting
  - create a main document form letter with the desired merge fields
  - display and hide field codes
  - perform a mail merge to generate the individual form letters

- **Use presentation graphics software at an intermediate level mastery to**
  - add a header and footer to presentation slides
  - add slide transition effects
  - insert clipart on a slide without a clip art region
  - work with audio and video files
- **Use spreadsheet software at an intermediate to advanced level mastery to**
  - work with cell styles
  - color the characters and background of a cell
  - add conditional formatting to a range of cells
  - display and print the formulas version of a worksheet
  - rename sheets
  - enter formulas using the Point mode
  - use the average, max, and min functions
  - verify formulas (e.g. using range finder)
  - create and customize simple graphs and/or charts
  - use Excel's filtering capabilities
  - work with pivot tables
- **Use relational database management software at a basic to intermediate level mastery to**
  - implement a properly normalized database design
  - create a database table by defining the appropriate database fields and their properties (e.g. data type and field size)
  - add data records to a table using the datasheet view and/or the form view
  - set, modify, and print table relationships
  - create a report that includes the desired fields
  - create and run queries that extract the desired records from a database
  - create and run queries that join separate tables, include calculated fields, compound conditions (e.g. AND and OR criteria), and use wildcards
- **Use personal information management software at a basic level mastery to**
  - create personal subfolders (e.g. in Calendar , Tasks, and Contact views)
  - distinguish between appointments, events, and tasks
  - enter one-time and recurring appointments
  - move, edit, and delete appointments as needed
  - create events
  - use tasks lists
  - create and maintain contacts

**Textbook:**

Microsoft Office 365 Office 2016: Introductory, Freund et al, (Shelly Cashman Series), Cengage Learning, Boston, MA, 2017. (ISBN: 978-1-305-87001-7)

The textbook above in some form (physical or electronic) is required for many of the class exercises and/or homework assignments used in this course. Students wishing to pursue eBook and/or rental options can use the publisher website (cengage.com) or another vendor of your choice. Students not having "regular access" to a textbook risk falling behind on assigned class exercises and homework and thus subsequently place themselves in serious jeopardy of not passing this course.

**Storage Media:**

Students will need to use some form of **read/write storage** to work in-class on the assigned class exercises and to properly archive their completed work files. The best option is to use a portable **USB flash memory device**.

The next best choice for students is to use a **cloud storage service** (e.g. Dropbox (www.dropbox.com), or Microsoft Windows Live SkyDrive (skydrive.live.com), or Google Drive (drive.google.com)). The basic Dropbox service allows 2 GB of free online storage. The SkyDrive service allows 25 GB of free online storage. The Google Drive service allows 15 GB of free online storage.

Remember, files saved to the **hard disk** (esp. My Documents and/or the Desktop) of a CCSJ laboratory computer may not generally survive AFTER logging out of the machine!

It is your responsibility to properly archive/back-up all electronic files corresponding to any class exercise or homework assignment. Failure to do so may mean that you need to repeat a class exercise or homework assignment.

**Learning Strategies:**

The course material is presented mainly through instructor-led software demonstrations. Students develop software proficiency through collaborative learning laboratory experiences and through the completion of hands-on assignments and projects.

**Assessment:**

The student's grade is computed using the weights shown below:

|  |       |
|--|-------|
| Exam #1 ( <i>Computer Literacy Basics/Word</i> ) | 25%   |
| Exam #2 ( <i>PowerPoint/Excel</i> )              | 25%   |
| Exam #3 ( <i>Access/Advanced Word</i> )          | 25%   |
| Homework Assignments                             | 25%   |
|  | ----- |
|  | 100%  |

Please note that students are often confused by the fact that I often assign both a class exercise and a homework assignment on a given week. The Blackboard supplement to the course is the official information source on the specific assigned class exercises and homework assignments and their corresponding due dates. Information regarding class exercises can be found under an appropriate folder/link in "Course Documents". Information regarding homework assignments can be located under an appropriate folder/link in "Homework".

**Class Policy for Assignments/Exams:**

**Homework** will be assigned throughout the duration of the term. Homework assignments and due dates will be posted on the Blackboard supplement to the course. Homework will be collected generally **two weeks** from the date assigned unless directed otherwise. Students are required to submit homework in both hardcopy and electronic form. Students will submit electronic versions to the instructor via Blackboard. Homework that is submitted (<= 7 calendar days late, i.e. after the due date but before the last day for credit when a homework grace period exists) is subject to the following automatic **LATE deductions**:

|  |               |
|--|---------------|
| 1 <sup>st</sup> or 2 <sup>nd</sup> Homework LATE | 10% deduction |
| 3 <sup>rd</sup> or 4 <sup>th</sup> Homework LATE | 25% deduction |
| 5 <sup>th</sup> and beyond Homeworks LATE        | 50% deduction |

Homework that is submitted after the LAST DAY for credit will NOT be accepted for credit and will result in an assigned score of zero.

Students are expected to submit their own independently created solutions to any and all exams, homework assignments, and class exercises. Therefore, the sharing of computer solution files and/or the misrepresentation of someone else's work as your own is prohibited. Any students (i.e. both the sharer and the recipient) found violating this policy will be given a zero grade for that particular assignment or activity. Repeated violators of this policy are subject to further consequences including receiving a failing grade for the course.

The official class policy is that there is **NO MAKE-UP EXAMS**, however in recognition of the occasional personal and/or family emergency that may occur during the semester, a make-up exam **may be granted** provided **all** the following conditions are met:

- 1) The instructor is notified via voice mail (preferably) or email of the make-up exam request by the student **before or within 24 hours** of the scheduled exam date/time.
- 2) A suitable alternate time can be arranged. Remember that make-up exams will generally require that a computer lab be reserved. Therefore, make-up times are governed both by computer lab availability and instructor availability. The general practice is to offer the student(s) **one** alternate make-up time.
- 3) The missed scheduled exam must be made-up **within one-week** of the scheduled exam date.

The granting of make-up exams is NOT an entitlement but is a courtesy granted to the student by the instructor. If this courtesy is abused by a particular student or the class as a whole, then the privilege may be revoked.

A missed exam will be assigned a score of **zero**.

Exams are performance-based or "hands-on" which are administered **open book** and **open notes**.

The function of the homework assignments and class/laboratory exercises is that they serve as exam preparation. The function of the exams is to confirm that the student has achieved the required level of proficiency.

### **Grading Scale:**

|           |           |           |          |           |               |
|-----------|-----------|-----------|----------|-----------|---------------|
| A: 93-100 | A-: 90-92 | B+: 87-89 | B: 83-86 | B-: 80-82 | C+: 77-79     |
| C: 73-76  | C-: 70-72 | D+: 67-69 | D: 63-66 | D-: 60-62 | F: 59 & below |

### **Class Policy on Attendance:**

Attendance will be taken for administrative purposes. CCSJ instructors are also asked to enter attendance data into our Empower SIS (student information system) in order to better track a student's last date of attendance. Typical attendance codes are A (for absent), P (for present), H (for holiday), E (for absent excused), and T (for tardy). CCSJ athletes that are required to miss class for a scheduled game can receive an "E" for the class session in question provided they notify the instructor via email or phone at least 24 hours in advance of the missed class session. If this notification does NOT occur, the attendance will be entered as an "A" instead.

Please note that it is vital that students attend the class sessions on a regular basis and minimize their absences in order to be informed of any important class announcements, any deviations from the course outline below, and of any supplemental material presented.

**Class Policy on Class Exercises:**

Periodically throughout the term, **class exercises** will be given during the class session to reinforce the course concepts and material. The class exercises are generally intended as a formative learning experience for the student and are to be completed and reviewed by the instructor **in-class**. However, in situations where a thorough review is not possible in-class, the instructor may review the class exercise outside of class and may send feedback to the students via CCSJ e-mail. This feedback may specify mandatory corrections that need to be implemented and received within the prescribed class exercise deadlines before full-credit is granted (generally one point) for the class exercise activity. Therefore, students not regularly checking their CCSJ e-mail (or monitoring the Blackboard online gradebook) may miss the email feedback and/or the class exercise deadlines. Students are required to submit class exercises to the instructor in both **hardcopy** and **electronic form**. Students will submit electronic versions to the instructor via an appropriate Blackboard link (i.e. under Course Documents → Week N). Incomplete class exercises will be assigned a score of zero if not fully completed to the instructor's satisfaction by the stated class exercise deadlines.

Although class attendance and class exercises do **NOT** account for a percentage of the assigned semester grade, class attendance and class exercise participation/completion are used as factors in deciding borderline grades/cases (if applicable).

**Class Policy on Electronic Devices:**

As a matter of courtesy to the instructor and to fellow students, cell phones, beepers, pagers, etc. are generally NOT to be answered in class and should be switched off BEFORE class begins. If it is absolutely necessary to receive a call during the class period, then the device should be placed in a "vibrate" mode and the student should answer the call outside the classroom so as to minimize disruptions to the learning environment.

**Course Outline:**

| Class Dates: |                   | Topics/Assignments:  |
|--------------|-------------------|--|
| WEEK 1       | 1/10/2017<br>1/12 | Course Policies/Syllabus<br>CCSJ Computing Services<br>Network Login/CCSJ Web Mail/Blackboard Login<br>My CCSJ (formerly Student Online Services (SOS)), CCSJ Alerts<br>Blackboard Introduction<br>Class Exercise – CCSJ Computing Services/File Management  |
| WEEK 2       | 1/17<br>1/19      | Office File Extensions, Office 2016 Introduction, and Computer Literacy Concepts<br>Word Module 2 ( <i>Creating a Research Paper with References and Sources</i> )<br>Class Exercise – Word 2  |
| WEEK 3       | 1/24<br>1/26      | Word Module 3 ( <i>Creating a Business Letter with a Letterhead and Table</i> )<br><i>Windows 7 File compression and extraction</i><br>Class Exercise – Word 3   |
| WEEK 4       | 1/31<br>2/02      | PowerPoint Module 1 ( <i>Creating and Editing a Presentation with Pictures</i> )<br>PowerPoint Module 2 ( <i>Enhancing a Presentation with Pictures, Shapes, and Word Art</i> )<br>PowerPoint Module 3 ( <i>Reusing a Presentation and Adding Media and Animation</i> )<br>Class Exercise – PowerPoint |
| WEEK 5       | 2/07<br>2/09      | <b>EXAM #1</b> ( <i>Computer Literacy Basics/Word</i> )  |

|         |                           |   |
|---------|---------------------------|---|
| WEEK 6  | 2/14<br>2/16              | Exam #1 Results<br>Excel Module 1 ( <i>Creating a Worksheet and a Chart</i> )<br>Class Exercise – Excel 1 - Cubs Baseball                           |
| WEEK 7  | 2/21<br>2/23              | Excel Module 2 ( <i>Formulas, Functions, and Formatting</i> )<br>Class Exercise – Excel 2   |
| WEEK 8  | 2/28<br>3/02              | <b>NO CLASS - SPRING BREAK</b>  |
| WEEK 9  | 3/07<br>3/09              | Access Module 1 ( <i>Databases and Database Objects: An Introduction</i> )  |
| WEEK 10 | 3/14<br>3/16              | <b>EXAM #2</b> (PowerPoint/Excel)   |
| WEEK 11 | 3/21<br><br>-----<br>3/23 | Class Exercise – Access 1<br>Access Module 2 ( <i>Querying a Database</i> )<br><br><b>NO CLASS</b> (Attending INAIR Conference in Indianapolis, IN) |
| WEEK 12 | 3/28<br>3/30              | Exam #2 Results<br>Access Module 2 ( <i>Querying a Database</i> ) cont.   |
| WEEK 13 | 4/04<br>4/06              | <b>Handout</b> ( <i>Word Mail Merge</i> )<br>Class Exercise – Word Mail Merge   |
| WEEK 14 | 4/11<br>4/13              | <b>Handout</b> ( <i>Excel Pivot Tables</i> )<br>Class Exercise – Excel PivotTables  |
| WEEK 15 | 4/18<br>4/20              | <b>Handout</b> ( <i>Schedule and Contact Management Using Outlook</i> )<br>Class Exercise – Outlook   |
| WEEK 16 | 4/25 or<br>4/27           | <b>EXAM #3</b> (Access/Advanced Word and Excel DB/Pivot Tables)   |

### Class Participation:

See "Class Policy on Attendance" above

### Keys to Success in this Course (and Others)

- Attend class regularly. On the rare occasions, you must miss class, then check Blackboard for what was covered in class (e.g. class handouts, class exercises, homework assigned).
- Arrive to class approximately 10 minutes before class starts. This allows you time to locate a computer station and successfully login by the time class is ready to start.
- Come to class prepared (course textbook; paper and pen or pencil to take notes; flash drive)
- Pay attention when your instructor covers the course material (i.e. software demonstration or otherwise). Take notes of the key points so that you can more easily reproduce it yourself later. It is more efficient for your instructor to explain something one time to a large group than to have to answer the same questions over and over again to individual students.
- Do your own class exercises and homework assignments. If I catch you “plagiarizing” on a class exercise or homework, you will be automatically assigned a zero grade. Plus, if someone else does your assignment, you learn nothing.
- Hand-in class exercises to the instructor sooner rather than later. This allows the instructor to give you valuable feedback on your progression with the material.
- Hand-in homework by the posted deadline. If you hand-in assignments after the deadline, you will receive deductions for being late or may receive a zero if the assignment is not handed in within 3 weeks (2 weeks plus 1 week grace period).
- Check your CCSJ email regularly (at least 2 or 3 times a week if not more often). If there is a problem with an assignment (class exercise or homework), I will give you feedback via your CCSJ



e-mail account. If you are not regularly checking your e-mail, you may miss these important notices and feedback on your progress in class.

- Check the Blackboard online grade book regularly. Make sure you are being properly credited when class exercises are reviewed or homework assignments or exams are graded.
- Get to know your classmates. When there is a class exercise, it is ok to help a fellow class mate if they are stuck (in fact at times it can be difficult for one instructor to adequately assist all students when there is a large class). However, there is a right way and a wrong way to help. The right way ensures that the person receiving the help can do the procedure/operation themselves perhaps after having it demonstrated to them.
- Come to class early or stay afterwards (if the room schedule permits) if you need help from the instructor. There is some built-in lab time during the class period to receive help, but sometimes the little extra help can be beneficial.

### **Student Success Center:**

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by the Library.

### **Statement of Plagiarism:**

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.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

### **Citation Guidelines:**

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

### **Withdrawal from Classes Policy:**

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or,

when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

#### **Disability Services:**

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (*e.g., additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

#### **CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

**School Closing Information:**

**CCSJ Alerts:** See description above

**Internet:** <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone: 219.473.4770

**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