COURSE SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Dr. Colleen N. Hickman
Phone/Text: (219) 796-4914
E-mail: chickman@ccsj.edu
Office Hours: Upon request.
LinkedIn: https://www.linkedin.com/in/cnhickman

COURSE INFORMATION

Conducting business internationally involves a unique set of challenges. Diverse cultures, laws, languages, and currencies add to the complexity of putting together and managing international business ventures. This course will help you prepare for these types of activities by examining the international business environment (e.g., economic, political, legal, operational, and cultural aspects) and related institutions that impact a global firm (e.g., the United Nations, the WTO, and various regional trading blocs).

Students in this course will understand the gravity of differences in implementing international business relative to domestic business and appreciate the diversity of methods in which to overcome obstacles and achieve success. They will have acquired the knowledge necessary to find sources of problem-solving information for particular international markets in key business disciplines and have learned how to analyze the competitive strategy of firms operating in international markets.

ABOUT YOUR PROFESSOR

Colleen N. Hickman, Ph.D., MBA, is a native of Indiana and, with a BS in journalism, spent more than 25 years in marketing, media, hospitality, entertainment, higher education, and business management before getting an MBA from Purdue University Northwest. For her doctorate in global leadership, she studied women managers in Ankara, Turkey to understand how they develop as leaders amid cultural and organizational constraints. She has taught international business for over four years at schools in Fort Wayne, IN and DeKalb, IL, and also teaches undergraduate organizational behavior and business courses, as well as graduate-level Executive Management, Managing Change, and Building Organizational Excellence. In addition to teaching, she mentors young women at universities in Jordan, Egypt, Tunisia, and Tunisia, as well as heads up the Women’s Education & Development committee for Chicago’s Central Asian Productivity and Research Center.
LEARNING OUTCOMES (LOs)/COMPETENCIES

By the end of this course, successful students will be able to:

- **LO1** Evaluate the cultural, political, economic and legal environments that affect the international operations of companies;
- **LO2** Explain various international trade theories and how they are influenced by governments;
- **LO3** Identify regional trading blocs (e.g. NAFTA and the European Union) and their effects on international trade;
- **LO4** Understand exchange risk, rates and international institutional and monetary systems;
- **LO5** Use an Excel spreadsheet to determine the impact of changes in exchange rates;
- **LO6** Explain global strategy and market-entry strategies;
- **LO7** Use the Internet to conduct preliminary market entry research on various countries influencing international strategy and market entry decision-making;
- **LO8** Write an analysis of the political, legal, cultural and economic factors influencing international market entry decision making.

COURSE PREREQUISITES

This course requires students to have successfully completed ECON 210 and 211, MATH 160 (or equivalent), or have obtained the consent of the Program Director. Cross-listed: SSC 480. For more information about prerequisites go to [http://www.ccsj.edu/academics/resources/catalogs.html](http://www.ccsj.edu/academics/resources/catalogs.html)

REQUIRED BOOKS AND MATERIALS, AND OPTIONAL READING MATERIAL

**International Business: Competing in the Global Marketplace, 11th Ed.,** with LearnSmart Adaptive text and Connect Plus multimedia exercises, 2016, by Charles W. Hill, McGraw-Hill Publishing, ISBN: 1259706435. The cost for this package is ~ $125 and is included in your course fee. There is no out-of-pocket cost to the student and if desired, you will receive access to these materials about one week prior to the start of the class. NOTE: Print books without LearnSmart/Connect Plus are not acceptable.

Additional Required Reading: Journal Articles


*Michael E. Porter* is the Bishop Lawrence University Professor at Harvard University and is based at Harvard Business School.

This article is free on Google Scholar at [https://scholar.google.com](https://scholar.google.com)

**Pankaj Ghemawat** is Global Professor of Management and Strategy and Director of the Center for the Globalization of Education and Management at the New York University Stern School of Business and the Anselmo Rubiralta Professor of Global Strategy at IESE Business School in Spain.

This article is free on Google Scholar at [https://scholar.google.com](https://scholar.google.com)

Additional Supplemental Reading: Journal Articles (Posted on Black Board or available online)


**Michael E. Porter** is the Bishop Lawrence University Professor at Harvard University and is based at Harvard Business School.

This article is free on Google Scholar at [https://scholar.google.com](https://scholar.google.com)

**Laudato Si: On Care for our Common Home** by Pope Francis, The Vatican, April 2015

This is the latest encyclical letter by the leader of the Catholic Church addressed to all of humanity on environmental issues, our place in creation, and responsibility towards our common home, authored by **Pope Francis** himself.

This letter is available free from the Vatican Files in rich text format at [http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_encyclica-laudato-si_en.pdf](http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_encyclica-laudato-si_en.pdf) or available on Apple iTunes for about $5 (September, 2015).

**LEARNING AND TEACHING METHODOLOGY – LEVELED LEARNING STRATEGY**

This course incorporates three main content modules with distinct learning features designed to maximize each student’s learning outcomes. **The initial module, global institutions**, focuses on student recall (recognition, recall of concepts) and understanding (interpretation, summarizing, inferring, comparing) and includes content and activities that rely on retrieving foundational knowledge that will be relied on in later modules. **Intensive reading occurs at this stage.**
The middle modules, global structures, provide tactical advice related to developing a strategic perspective. These modules rely on the student’s ability to identify international risks and opportunities under the theoretical frameworks discussed in class.

The last module, IB Analysis and Evaluation, puts critical evaluation and decision making skills to use as students develop written and oral arguments in defense of their evaluation of global case study.

**LEARNING METHODS**

This course will feature class lectures, video presentations, McGraw-Hill Connect Plus™ integrated assignments, the LearnSmart™ adaptive textbook, case study analyses, a currency simulation, and team presentations. International business news torn from today’s headlines will also be employed to connect textbook concepts with the real world.

**EXPERIENTIAL LEARNING ACTIVITIES**

This course offers a number of simulations that place the student in the decision-maker’s seat as a business situation unfolds. Students are presented with real-life information streams and are asked to respond to the situation similar to what would be asked of a practicing international business manager.

These simulations occur in Chapter 2 (Connect) and selected formative assessments throughout the course.

**EVALUATION CRITERIA / ASSIGNMENT WEIGHTING**

Graded assignments are similarly weighted such that the likelihood of falling behind is limited and a very low score from one assignment will not jeopardize the student’s ability to successfully pass this course. This is not a ‘high stakes midterm and final’ style course.

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS:</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly LearnSmart, Connect, Simulation</td>
<td>35%</td>
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<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
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<tr>
<td>Team Presentations</td>
<td>10%</td>
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<tr>
<td>Team PESTEL Analysis</td>
<td>10%</td>
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<tr>
<td>Class Participation, Instructor’s Discretion, and Peer Evaluations</td>
<td>10%</td>
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<tr>
<td>Individual Case Analysis</td>
<td>15%</td>
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</tbody>
</table>

**TOTAL 100%**

**CLASS ASSIGNMENTS (35%) & INDIVIDUAL CASE ANALYSIS (15%)**

Several assignments are integrated with your text readings for this class. All of these individual assignments must be completed on your own. You will find the listing of these assignments and related activities added to your Connect course portal two to three weeks ahead of deadline. **NOTE: Most assignments have a pre-assignment prerequisite as this course builds on prior learning/experiences. As such, you cannot continue onto the next reading or assignment until you have finished the prerequisite, regardless of any credit earned.**
The details for each assignment is located on Connect and linked to Blackboard. Case analysis and essay details are found on BB. Assignments are due per due dates provided. Late assignments will lose 10% of possible grade points for every late day. This class has time-sensitive assignments so students are expected to submit their assignments ON OR BEFORE the due dates (normally before the start of the respective class).

TEAM’S WORK (20%)
An important portion of this course’s grade is based on team activities. On Day 2, students will form teams (groups) and communicate with their team throughout the semester. NOTE: At semester’s end, each student will submit a peer evaluation on all his/her members. These evaluations will be used at the Professor’s discretion.

EXAMS (20%)
To ensure that you are keeping up with the textbook and article readings, there will be two exams. The tests will cover material from the textbook, chapter power points (including the videos), posted articles, and any other class-related discussion. Format and actual coverage of the exams will be shared in advance.

CLASS PARTICIPATION (Instructor’s Discretion, Peer Evaluations 10%):
Everyone will be expected to attend every class prepared and ready to actively participate in that day’s discussion. Before class, you should have read the assigned readings, thought critically about the concepts they present and their application to the case or topic of the day, and be prepared to answer the assigned study questions (with written pre-session notes in hand – typically one page in length). The best contributions are those that are relevant to the concept at hand. They often build on or respond to the observations of others, make connections to prior class sessions, or draw on materials and lessons from other courses.

Debates and disagreements can be powerful opportunities for learning (since conflict is an energizing motivator that can propel us forward). You are encouraged to challenge the views of your classmates and the instructor – provided that you do it constructively and with civility.

Regular attendance is a must. You cannot participate if you are not there. All classes will start promptly. You will be expected to be on time. Late arrivals can delay the start of class, disrupt the conversation, and are disrespectful to guests, classmates, and the professor. If you must be late with good reason, please notify me and then take a seat quietly when you arrive.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A -</td>
<td>90 – 93</td>
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<td>B +</td>
<td>87 – 89</td>
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<td>B</td>
<td>84 – 86</td>
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<td>C +</td>
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<td>F</td>
<td>&lt; 60</td>
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EXPECTATIONS

This class is demanding in terms of outside-of-class time. Students are expected to collaborate after course hours while developing your final project. You should expect to spend 3 hours of study and class preparation for each hour in-class. My goal is for each of you to see a noticeable improvement in your understanding of international business. I expect you to work very hard both on your own, and as teammates, to reach this goal.

Chapter assignments, normally 20-45 in-text questions, are designed to measure student comprehension and engagement with the assigned material. Case analysis projects (individual and group) measure both individual and team contributions.

COURSE TECHNOLOGY

This course utilizes two learning management systems, Blackboard and Connect Plus:

- **Connect Plus** is an adaptive digital text with integrated exercises and features immediate performance feedback.

- **Blackboard** is used for important course announcements, assignment submissions, grades, and serves as the main repository for course documents such as this syllabus and course policy, customized lecture slides, relevant articles, and current events as they relate to the course concepts.

RULES, POLICIES, AND ACADEMIC MISCONDUCT

Assignments from the text and other resources are listed below for each class session. Students are expected to pace their learning according to the posted course assignments.

It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the professor to create a positive learning experience for all. Student engagement is a necessary condition for an effective learning experience, and includes contributions to debate and discussion (if any), positive interactive learning with others, and an enthusiastic attitude towards inquiry. Everyone is expected to be a positive contributor to the class learning community, and students are expected to share the responsibility of teaching each other.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA/READINGS DUE</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Monday Jan. 9</strong></td>
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<td></td>
<td>Course Introduction, Methodology, Syllabus Review, Student and Instructor Introductions</td>
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<td></td>
<td>1. Access to Connect Plus w/ LearnSmart</td>
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<td>2. Linkages to Blackboard</td>
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<td>3. Assignments, Team Project, and Evaluation Methods</td>
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<td>4. Course Expectations</td>
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<td></td>
<td>5. Introduction to International Business</td>
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<td></td>
<td>Check on M-H Connect for quizzes, videos, other content.</td>
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<td><strong>Wednesday 11</strong></td>
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<td></td>
<td>Globalization</td>
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<td></td>
<td>Read in Advance: Ch. 1 - Hill [LO1, 2, 3, 4, 5]</td>
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<td>2</td>
<td><strong>Monday 16</strong></td>
<td><strong>NO CLASS: DR. MARTIN LUTHER KING JR. HOLIDAY</strong></td>
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<td><strong>Wednesday 18</strong></td>
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<td></td>
<td>National Differences in Political, Economic, and Legal Systems</td>
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<td>Read in Advance: Ch. 2 [LO 1, 2, 3, 4], Ch. 3 [LO1, 2, 4, 5]</td>
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<td></td>
<td>● Corruption in Nigeria - Intelligence?</td>
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<td>&gt; [Link to article]</td>
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<td>&gt; [Link to video]</td>
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<td>Check on M-H Connect for quizzes, videos, other content. Look below for BONUS WORK #1</td>
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<td>3</td>
<td><strong>Monday 23</strong></td>
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<td>Differences in Culture</td>
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<td>Read in Advance: Ch. 4 - Hill [LO 1-5]</td>
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<td><strong>Wednesday 25</strong></td>
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<td>Ethics, CSR, and Sustainability</td>
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<td>Read in Advance: Ch. 5 - Hill [LO, 1, 2, 3]</td>
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<td>● FCPA and Walmart</td>
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<td>&gt; [Link to article]</td>
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<td>&gt; [Link to video]</td>
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<td>Check on M-H Connect for quizzes, videos, other content. Look below for BONUS WORK #1</td>
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<td>Extra Credit Essay Opportunity:</td>
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<td>Read in Advance: Laudato Si, (Introduction) by Pope Francis, April 2015 (also available in Spanish/Portuguese Language, The Vatican Files [free] &amp; Apple iTunes [fee]. Carefully read the first 20 paragraphs the remainder is optional. THEN, follow instructions below and submit before Spring Break.</td>
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<td><strong>Essay Content (400 - 800 words):</strong></td>
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<td>1. Describe the ethical dilemmas facing our global society today from the perspective of Pope Francis.</td>
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<td>2. What does he refer to when he describes the environment and Our Common Home?</td>
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<td>3. What seems to have changed in the last century that is</td>
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<td>BONUS WORK #1: a.) Nigeria Bonus: 2-page essay on concerns you'd have doing business there (approx. 600 words).</td>
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<td>OR b.) Walmart Bonus: Is Walmart a just company? Why or why not? 2-page essay, ~600 words. Post to BB Bonus #1</td>
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impacting our common home and what recommendations does he suggest?
4. What do you think is the most important thing that global managers should do? Why?

**WEEK** | **AGENDA/READINGS DUE** | **NOTATIONS**
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4 | **Monday Jan. 30** | 
***International Trade Theory***
Read in Advance: Ch. 6 - Hill [LO 1, 2, 3,]

**Wednesday Feb. 1**
***Government Policy and International Trade***
Read in Advance: Ch. 7 - Hill [LO 1, 2]

5 | **Monday Feb. 6**
***Foreign Direct Investment***
Read in Advance: Ch. 8 - Hill [LO 1, 2]

**Wednesday Feb. 8**
***Regional Economic Integration***
Read in Advance: Ch. 9 - Hill [LO 1, 2, 3]

6 | **Monday Feb. 13 & 15**
***The Foreign Exchange Market***
Read in Advance: Ch. 10 - Hill [LO 1, 2, 3, 5]

**Wednesday Feb. 16**
***Student Led: National Monetary Presentations (7-8 mins.)***
As a spin-off of your PESTEL Report, your team will deliver a short presentation on the currencies of your two countries.
*Details to come.*

7 | **Monday Feb. 20**
***Mid-Term Exam***
Details to come on in-class exam’s format and coverage

**Wednesday Feb. 22**
***Individual Essay Assignment***

Essay > 1) Explain why the four dimensions of distance are important.

2) What distance factor can help increase trade by nearly 900%? Why?

3) What does China suffer from the most in terms of distance?

4) What do you think is the most important distance factor? Why?

8 | **Monday Feb. 27**
***SPRING BREAK -- ENJOY AND BE SAFE!***

**Wednesday Mar. 1**
Second Half of Semester will be posted by Feb. 1 and reviewed in class.

by Midnight, Jan. 29.
Late submissions not accepted.
Case Study Discussion and Leadership (second-half of semester)

Case Discussion

You will want to come well-prepared for our case discussions in order to contribute to the range of recommendations and observations. In general, there is no one right answer for a case study, but rather a number of plausible alternatives, some of which may be preferred over others.

Quality Case Discussion and Leadership is:

✓ Input that maintains the continuity and coherence of the class discussion.
✓ Input that was picked up and responded to by others in the class. Thus, a controversial, yet intelligent, question or comment that reflects an understanding of the issue at hand will be well regarded.
✓ Input that demonstrates an in-depth analysis of the issue at hand, well supported by data or a relevant conceptual framework.
✓ Input that makes connections between material or ideas in different parts of the course or between this and other courses.
✓ Input that provides an example, from your own observations or experience, of the subject at hand.
✓ Finally, courtesy in the give and take of a heated discussion is a requirement. The exercises and cases are designed to provoke disagreement, and there typically exists more than one viable approach to resolving the problems presented.

Case Write-ups & Discussion Questions

Contained in this syllabus, you will find discussion questions for each case. Be prepared to address each of these questions in detail for the case discussion. You should have at least one full page of commentary notes ready for the in-class discussion.

Your final write-ups are to be typed and submitted by the beginning of class on the day for which the relevant case is assigned. The write-up may not exceed four (4) double spaced pages of text along with any illustrations you may choose. Since three pages are usually insufficient to analyze any of the cases in any depth, you should think of your write-up as a consultant’s analysis of your position.

Remember, you only have one opportunity to submit an individual write up for the entire class. Therefore, carefully analyze the assigned case and have your write-up completed by the due date specified in the syllabus.

Hints for Case Analysis and Case Write-ups

The objective of written assignments is to show your understanding of the material in the course by effectively applying it to the case, and providing a defensible position regarding the problem presented in the case. The course is cumulative in nature, so that concepts covered early in the course may play key roles in later discussions.

At a minimum, write-ups should cover the following:
Statement of the issue upon which you have chosen to focus. Insight is often necessary to go beyond symptoms and into the real issue (ask yourself why it is happening, then ask what is happening). Some cases may deal with multiple issues. In such situations, you should choose the most important issue, and focus the analysis on that one.

Statement of alternative courses of action or analytic techniques which might be employed to deal with the issue.

Your recommendation as to which course of action should be taken should be well supported by conceptual frameworks covered in the text or in class. A strong analysis will generally build support for your recommendation as well as argue why your recommended alternative is superior to others, and assess possible risks or negative factors of the recommendation.

In general, you should confine your statement of the issue and its alternative solutions to about one half page in total. The balance of the three/four pages of text may then be devoted to building a strong argument as to why the main issue or problem arose and what you might suggest that the managers in the case should have done.

Common difficulties with Written Analysis

Some common shortcomings in write-ups:
✓ Restating the facts or copying the case material verbatim.
✓ A wandering discussion that lacks direction. The use of headings often helps provide structure to your argument. Be specific as to issue, alternatives, and recommendations.
✓ Failure to make a decision when the case calls for one. Choose a position and build an argument for it, even if you can see that another position also has merit.
✓ Poor spelling, grammar or incomprehensible writing. The effectiveness of your communication can, in this class and in the business world, make an important difference in selling your ideas.

All sources in written assignments should be referenced to the original author in APA format. No credit will be given for assignments submitted without proper references.
**Responsibilities**

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Attending Class / Exams / Assessments</strong></td>
<td>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 written notice of your absence at least two days in advance, and you are responsible for completing all missed work by their original due dates. There are no makeup exams in this course. Therefore, you must pre-arrange to complete an exam prior to the general exam date in order to earn credit. It is the student’s responsibility to make these arrangements with the faculty at least one week in advance. Finally, any student who misses a total of three weeks of classes will be automatically dropped from the course. For hybrid courses, this means two face-to-face sessions.</td>
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<tr>
<td><strong>Turning In Your Work</strong></td>
<td>You cannot succeed in this class if you do not turn in all your work on the day it is due. The learning strategy in this course uses scaffolding and the activities in this course are cumulative. Therefore, you must complete assignments in sequence as indicated in the syllabus and online learning management system (Blackboard, Connect, etc.). In most cases, you will not be permitted to start a new exercise until you have completed its prerequisite. No exceptions can be made to this policy.</td>
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<tr>
<td><strong>Using Electronic Devices</strong></td>
<td>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</td>
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<tr>
<td><strong>Participating in Class</strong></td>
<td>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</td>
</tr>
<tr>
<td><strong>Doing Your Own Work</strong></td>
<td>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. Using the APA format V6, to document your intellectual sources; this helps to avoid plagiarism. The Library has reference copies of each of the manual, and there are brief checklists in your Student Handbook and Planner. <strong>PLEASE NOTE:</strong> All papers may be electronically checked for plagiarism.</td>
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<tr>
<td><strong>Withdrawing from Class</strong></td>
<td>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.</td>
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<td><strong>Resources</strong></td>
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<tr>
<td><strong>Student Success Center:</strong></td>
<td>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</td>
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<tr>
<td><strong>Disability Services:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>CCSJ Alerts:</strong></td>
<td>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: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>. In addition, you can check other media for important information, such as school closings:</td>
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<tr>
<td><strong>Internet:</strong></td>
<td><a href="http://www.ccsj.edu">http://www.ccsj.edu</a></td>
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<tr>
<td><strong>Radio:</strong></td>
<td>WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78</td>
</tr>
<tr>
<td><strong>TV Channels:</strong></td>
<td>2, 5, 7, 9, 32</td>
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</tbody>
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# Emergency Procedures

## MEDICAL EMERGENCY

### EMERGENCY ACTION

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

### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
   - 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

### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.
TORNADO

**EMERGENCY ACTION**
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

**EMERGENCY ACTION**
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**
1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
   - 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.