
Calumet College



of Saint Joseph

You Belong!
ccsj.edu

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Spring 2018 (2017-2)**Course: CHEM205 GENERAL & ANALYTICAL CHEMISTRY II LECTURE - SECTION B****Instructor Information:**

Instructor Name	Dr. Rogers
Office Number:	304
Phone Number:	219-473-4268 Cell/Text (773)719-8759 (please identify yourself) Snapchat DrPeszek
Email:	drrogers@ccsj.edu Please let me know what class and section you are in.
Hours Available:	Monday thru Thursday 6:45AM to 8:30 AM. Monday – Wednesday 1:30-2:30ish. If you forget, all my hours are posted outside my office; however, sometimes I am there at other times so please COME IN! No appoints are needed. If the door is open, come in! All are welcomed!

Instructor Background: *B.S University of Illinois (Chemistry); Ph.D. University of Illinois (Bioanalytical Nuclear Neurochemistry); 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 (2013-end of 2017), Associate Professor at Calumet College (2016-present). Biophysical Chemistry and Math Department Chair (2016-end of 2017).*

Q: What kind of dog does a chemist have?

A: Laboratory retrievers (I have 2...Dylan and Daisy)



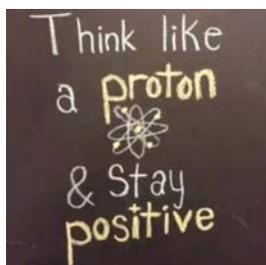
What does my research at Calumet College of St. Joseph entail?

- 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 (solution and solid state), FTIR, and electron microscopy.

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



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:	
Course Time:	8:30 AM - 10:00 AM, Tuesdays and Thursdays
Classroom:	CCSJ 332
Prerequisites:	C or better in CHEM 200, CHEM 200L and MATH 104 or higher along with concurrent enrollment in CHEM 205L.
Required Books and Materials:	<p>Required on a daily basis</p> <ol style="list-style-type: none">1. **You will need any current copy of the periodic table to bring with you to class daily.2. **You will need a scientific calculator. The calculator on your phone does not count. The calculator does not need to be expensive. For example, a Texas Instruments TI-30X II will suffice (\$10 at a big box store).3. Access to a computer <p>Recommended but not required: Chemistry: Structure and Properties: By Niva Tro 1st edition, Pearson Publishing, ISBN# 978-0321729736</p>
<u>Learning Outcomes/ Competencies:</u>	
I. Course Learning Objectives:	
<p>This is a list of very specific learning objectives for Chem 205B lecture. 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. List factors that affect reaction rates.2. Write rate laws.3. Compare first and second order reactions.4. Determine, using the collision model, the effect of temperature on rates of reactions.5. Define reaction mechanisms.	

6. Describe elementary reactions.
7. Describe and give examples of 2 types of catalysts.
8. Describe equilibrium in terms of Le Chatelier's principle.
9. Write equilibrium constant expressions.
10. Calculate equilibrium constants.
11. Compare and contrast the 3 acid – base models.
12. Perform pH calculations.
13. Distinguish between strong and weak acids and bases.
14. Show the mathematical relationship between K_a and K
15. Using the common-ion effect, calculate the concentrations of ions in buffer solutions.
16. List the factors that affect solubility.
17. Describe a qualitative analysis scheme suitable for separating a selected list of metal ions.
18. Describe the atmosphere and problems that the atmosphere is experiencing in chemical terms.
19. List current freshwater challenges.
20. Provide evidence of the importance of green chemistry.
21. List the 2nd and 3rd laws of Thermodynamics.
22. Compare entropy and enthalpy.
23. Solve problems using the Gibbs Free Energy relationships.
24. Balance redox equations.
25. Distinguish between voltaic and electrolytic cells.
26. Calculate cell EMF under specified conditions.
27. Compare types of batteries.
28. Describe the effects of electrolysis and methods to control electrolysis.

More specifically when analyzing quantitative reasoning and scientific inquiry skills at the introductory level:

- 1) The student can perform correct, clear and concise calculations.
- 2) The student can interpret and explain information that is presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words).
- 3) The student can analyze and apply quantitative and scientific data to make judgments and draw appropriate conclusions.
- 4) The student can identify assumptions in scientific inquiry (e.g. estimation, modeling, and data analysis) and evaluate the validity of inferences drawn from the data.
- 5) The student can express quantitative or scientific evidence in support of an argument or the purpose of work (with respect to what evidence is used and how it is formatted, presented, and contextualized).
- 6) The student can apply mathematical and scientific evidence to the understanding and evaluation of real world ethical, spiritual, and intellectual issues.

This course meets the following program objectives, at the introductory level:

- 1) Scientific Knowledge and Critical Thinking:
 - a) Students will demonstrate substantial and up to date core knowledge of broad areas in basic biomedical, translational, or clinical research.
 - b) 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:
 - a) Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research.
 - b) Students can design, carry out, and interpret research projects that generate new

- knowledge that advances the biomedical sciences and human health.
- 3) Specific Expertise:
 - a) Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts.
 - b) Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area.
 - 4) Communication:
 - a) 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:
 - a) Students will apply highest standards of ethics to their research (data management, research subjects, stewardship of research funds)
 - b) Students will improve their confidence and interactions with colleagues and the public.
 - c) Students will be able to advocate for the role of science in medicine and society

Course Description: A 3 credit hour course implementing topics in general chemistry and analytical chemistry which will cover such topics as phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, descriptive chemistry. Placement into MATH 104 or higher, C or better in CHEM 200 and 200L and concurrent enrollment in CHEM 205L

Learning Strategies:

Active learning, Blackboard, group discussions, team projects, collaborative learning, interactive lecturing, laboratory exercises, demonstrations

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. The laboratory section of this course additionally has students create and prepare bi-weekly lab reports on their way to better prepare them for a publication-quality research paper. Alongside the weekly lab reports, the students will prepare a final poster at the end of the semester to be presented and submitted to a local conference and/or our semester end poster session at the University.

Assessments:

The percent values for each category of assessment are listed below. Percent values for each category are normalized for each task and 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.

CATEGORY	DESCRIPTION	PERCENT
Quizzes	Given at the beginning of class; covers the assigned reading/previous lectures. Approximately 23, lowest 2 will be dropped.	10%
In-class Assignments	Completed at the end of class. Approximately 23, lowest 2 will be dropped.	30%
Lecture Exams	Four 90 minutes exams will be administered during class (total of 4, dropping the lowest one)	Each 15% Total 45%
Final Exam	Cumulative ACS Gen Chem II Exam. (does not count as a dropped exam)	15%

	TOTAL PERCENT	100%
Grading Scale:		
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	
<p>Note: Concerns about assignment or exam grading must be brought to my attention, in person, immediately after obtaining a copy of your exam from my office.</p> <p>Furthermore, concerns about your overall performance in the course must be brought to my attention before the final exam. Your grades are posted to date on Blackboard. Please feel free to keep up to date with them and ask any questions that arise immediately. I will not accept any late and/or missing assignments after the due date; therefore, please keep in mind that it is your responsibility to keep track of the grades posted in your Blackboard account for this class. Do not contact me after the final exam requesting extra credit or points to receive a grade you want (but did not earn).</p>		

Course Schedule:

Lecture
Week 1: Jan 15-19 <u>NO CLASSES ON Jan 15</u> Introduction, Safety and Ethics – Assessment Exam. Syllabus Quiz/Review Solution Concentration, stoichiometry, precipitation reactions and acid base reactions
Week 2: Jan 22-26 Solution Concentration, stoichiometry, precipitation reactions and acid base reactions Acid-Base reactions and oxidation-reduction reactions.
Week 3: Jan 29- Feb 2 Thermochemistry. Enthalpy, entropy, and calorimetry.
Week 4: Feb 5-9 Catch up and Review <u>EXAM 1</u>
Week 5: Feb 12-17 Gases. Partial Pressure, mixtures, free mean path.
Week 6: Feb 19-24 Liquids, solids and intermolecular forces.
Week 7: Feb 26- March 2 Review/catch-up <u>Exam 2</u>
Week 8: March 5-9 ***Spring Break*** Be safe and have fun! You've earned a break.
Week 9: March 12-17 Chemical Kinetics, Rate law, concentration and temperature effects on rate law.
Week 10: March 19-23 Chemical Kinetics continued. Chemical Equilibrium
Week 11: March 26-30 Review and catch up. <u>Exam 3</u>

<p>Week 12: April 2-6 Chemical Equilibrium. Acids and Bases and their effect of molecular structure. Weak and strong acids. Polyprotic Acids</p>
<p>Week 13: April 9-14 Aqueous ionic equilibrium. Titration and pH curves. Solubility and Complex Ion Equilibria</p>
<p>Week 14: April 16-21 Entropy and thermodynamics</p>
<p>Week 15: April 23-27 Entropy and thermodynamics (cont.). Gibbs free energy. EMF. Electrochemistry</p>
<p>Exam 4</p>
<p><i>FINALS WEEK: April 30-May 4th</i></p>
<p>Final Exam – TBA (Based on history, probably Tuesday, May 1st @ 8:30, but not guaranteed)</p>

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

Responsibilities	
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><u>Attendance is counted as being present from the first 10 minutes of class until the end of lecture and lab.</u> It is the students' responsibility to make attendance a priority. Anyone missing after the first 10 minutes of class will be marked absent unless a written excuse is provided within 24 hours of the occurrence. Similarly, anyone leaving early without a written excuse and/or informing the instructor prior to leaving will be counted as absent.</p> <p>First class is on Tuesday, January 16, 2018. Tuesdays and Thursdays classes are 1 ½ hours long from 8:30 until 10:00 AM. These times will be used for lecture, to discuss homework, review material for exams, and administer exams, quizzes, and in-class assignments. Please remember that you are participants during these hours. In order to get the most out of each class, you should read the material we will cover prior to coming to class and bring a calculator and periodic table DAILY so that you can participate in in-class activities.</p> <p>It is to your benefit to attend each class meeting. <u>You are responsible for all material presented in class and all in-class announcements and assignments.</u> Attendance is mandatory, however, for all examinations since they <u>cannot be made up</u> at a later date will not be excused without a valid excuse. The validation of the excuse is left to the discretion of the instructor of the course whether or not to accept that excuse.</p> <p><i>Validated proof must be received by the instructor as soon as humanly possible. The proof of validation will not be accepted no later than the</i></p>

day the exams are to be returned. Once the exam is returned, there will be no exceptions and/or excuses that will be allowed. With respect to in class activities, no make-ups what so ever for any of the in class assignments and/or quizzes. **Any** exceptions are left to the discretion of the instructor.

Train delays, broken down cars, oversleeping, forgetting, and other personal business are examples of invalid excuses. Additionally, you should plan to arrive on time and remain throughout the lecture to avoid disrupting the class. Other classroom disruptions, such as cell phones, pagers, etc. are unacceptable; these devices should be turned off before the start of class.

80% of success is showing up -Woody Allen

There are only 27 class meetings in a given semester, 4 of those class meetings are exams and 1 is the initial introduction day, therefore each class meeting covers ~8% of the course material. You are responsible for your own education. Based on the calculations below, The basic, full-time tuition rate for the academic year, (not including housing, fees, student health etc.) is approximately \$17,500. There are a total of 32 hours of class time in a semester; this means that at the very minimum for **every hour of class costs you about \$86**. You have already paid for this class and it is up to you to make the most out of this investment.

$$\frac{\$15,000}{1 \text{ year}} \times \frac{1 \text{ year}}{2 \text{ semesters}} \times \frac{1 \text{ semester}}{12 \text{ credits}} \times \frac{3 \text{ credits}}{32 \text{ contact hours}}$$
$$= \$58.59 \text{ per hour} \times \frac{1.5 \text{ Hours}}{1 \text{ class meeting}} = \$87.89 \text{ per class meeting}$$

If for whatever reason you have to miss class, please approach your fellow students for the notes you missed, and take advantage of the class materials that will be posted on Blackboard <http://class.ccsj.edu>

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. **Therefore, three (3) unexcused absences will result in an administrative withdrawn from the course.**

Participation through regular attendance is required to be successful in this course. Therefore, if a student is absent more than three (3) times (excessive tardiness is counted as absence), the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.

In the event of absence during an exam, the student will receive a ZERO (0) on that exam. The lowest exam score is dropped, so that exam score will not be considered when determining the final grade. If a student is absent during more than one exam, the student will receive a ZERO (0) for each exam, but only one grade will be dropped. It is the student's responsibility to ensure attendance on exam dates.

	<p><u>In the event of absence during lab, the student will receive a ZERO (0) for that report.</u> As with exams, one lab report is dropped so one absence is permitted without penalty.</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.</p> <p>Due dates are specified for each assignment on Blackboard and the assignments. You will be given an assignment each and every day that we meet; any changes will be announced in class and posted on Blackboard.</p> <p>ASSIGNMENTS WILL NOT BE ACCEPTED AFTER THEIR DUE DATES. You may request an extension in writing at least 24 hours in advance of the due date for assignments, but it is up to the instructor's discretion whether or not to allow an extension.</p> <p>If you are absent the day that an assignment is due, follow these guidelines:</p> <ul style="list-style-type: none"> • HOMEWORKS: turn in via Blackboard <u>on its scheduled due date</u> <p>IN-CLASS ACTIVITIES: cannot be turned in late or made up; it is the student's responsibility to do this work independently after an absence, but will not get credit for the missing assignment with respect to attendance.</p> <ul style="list-style-type: none"> • QUIZZES: cannot be turned in late or made up; student will receive a zero on all missed quizzes. <p>See "attending class" above. All assignments can be submitted via e-mail if a link is not provided through Bb. It is the students' responsibility to request extensions in writing to the instructor.</p>
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
<p>Using Electronic Devices</p>	<p>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. 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.</p> <p>No social media chatting/texting will be allowed to be used during lecture or lab times unless otherwise directed by the instructor. No</p>

	<p>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>Occurrence</p> <ul style="list-style-type: none"> • 1st – Student is given a verbal warning. • 2nd - Student is instructed to leave the classroom. <p>The student cannot return to class until they have met with the professor.</p> <ul style="list-style-type: none"> • 3rd - Student is instructed to leave the classroom. <p>The student cannot return to class until they have met with the V.P. of Academic Affairs.</p> <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>Participation will be expected during in-class active learning exercises in order to receive full credit for those assignments.</p> <p><u>Reading Assignments/Homework:</u></p> <p>Each week's assignment(s) is (are) stated on this syllabus. In regards to any announcements, a reading assignment for that week, and a list of suggested problems from your textbook, they will be posted on Blackboard. The suggested problems are intended to help you understand the course material more deeply and help you prepare for the exams. The Blackboard assignments will count towards your final grade (see Blackboard). You should always feel free to work on additional problems in your textbook.</p> <p>Students are required to read the assigned lecture materials before class and are expected to attend classes on a daily basis. This enables in depth discussion of the material, homework questions and current topics in chemistry. Students are expected to ask questions as well as be called upon to answer questions in class. Regular class attendance as well as participation in class activities and discussions will be essential in the full learning process.</p> <p>Daily in-class assignments will be provided. The lowest 2 scores will be dropped. You may work on the in class assignment with the help of your classmates and the instructor; however, the quizzes are to be worked on independently with no additional material, such as your notes, the instructor, computers and/or phones, just to name a few. These assignments and quizzes will vary in their content and</p>

	<p>talking during exams.</p> <p>Items you are not permitted to have during exams should be placed at the designated area prior to the exam. Neither the instructor nor the department is responsible for any loss or theft of personal items.</p> <p>The instructor retains the right to issue an exam grade of zero to any student found to be in violation of one or more exam rules.</p> <p><u>MAKE-UPS:</u></p> <p><i>NO MAKE-UPS. This includes the final exam!</i> Make-up exams will not be given except upon the discretion of the instructor which includes: a death in the family and/or athletic competition (not athletic practice). For illnesses, or a death in the family, it will need to be verified and left to discretion of the instructor for the final decision. Athletic competition that interferes with exams will require documentation to be presented to me at the beginning of the course <u>(First week of classes!!)</u>.</p> <p>In all cases, I should be notified as soon as possible, which should be before the exam takes place. Make-up exam will be scheduled within 2 days of date scheduled for all students missing exams for valid reasons. Any issue not explicitly discussed here will be handled at the discretion of the instructor.</p> <p>If you require special accommodations for taking exams due to any form of disability, please provide the appropriate documentation within the first week of the course to address your needs.</p> <p>Graded exams will not be distributed during lecture time. In order to obtain a copy of your exam, please stop during the instructors' office hours. You are free to go over the exams with the instructor in details.</p> <p>Please see the note in the "Grading Scale". Also, final exams will not be returned to the students. You are free to come by and look at your exam, but the exam will not leave the instructors office.</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>Using standard citation guidelines, such as ACS, 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>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p> <p><u>Cheating on Exams</u></p> <p>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</p>

	<p>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> 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>
Tracking Your Progress	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
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	
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 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.
Student Assistance Program	Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service

	provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week. For more information, contact the Vice President for Enrollment and Retention, Dr. Dionne Jones-Malone, Office # 611, 219-473-4305.
CCSJ Alerts:	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 .

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, and 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.

Semester II (Spring)-2018

January 2	Accelerated Classes
January 8	Education Classes
January 8 – 12	Intersession Classes
January 15	Martin Luther King Jr. Day-School Closed
January 16	Traditional Classes Begin
January 16	Tuition payment due
January 23	Last day for class changes (add/drop)
February 6	Last day to withdraw from a course without instructor approval
February 6	Mid-term
March 5-11	Spring Break
March 30-April 1	Easter Recess
April 27	Last Day to withdraw from a course with instructor approval
April 28	Traditional Classes End
April 30-May 5	Semester Examinations
April 27	Accelerated Classes End
May 19	Commencement