



JOLIET
JUNIOR COLLEGE
—1901—

2026-2027

CIS 145 Fundamentals of Networking

Instructor Information

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Office Location

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Office Hours 2-3 p.m. Monday - Friday

Course Description and Requirements

This course discusses the basic concept of Local Area Networking. Topics include networking overview, sharing computer resources, using email, using file servers, protocols, different networking software, how to manage your network, and an introduction to Wide Area Network. ~

Prerequisites: CIS 122, may be taken concurrently.

Credit and Contact Hours

Lecture Hours: 3 | Lab Hours: 0 | Credit Hours: 3.00

Unlock Your College Success: A Must-Read Guide for New Students - High School Grads and College Returnees Welcome!

Understanding that college comes with unique challenges is crucial for individuals transitioning from high school or other life stages. Recognizing these challenges helps set realistic expectations and fosters a proactive mindset. College demands a higher level of academic rigor, independence, and time management. Knowing this beforehand allows students to prepare mentally and develop effective study habits, organizational skills, and resilience.

Acknowledging the distinctive nature of college also promotes a mindset shift toward personal responsibility. Students who are aware of the challenges are more likely to seek support when

needed, whether from professors, advisors, or counseling services. This awareness fosters adaptability, resilience, and a proactive approach to problem-solving, enhancing the overall college experience and increasing the likelihood of academic success and personal growth. In essence, understanding the unique challenges of college equips individuals with the mindset and skills necessary to navigate this significant life transition successfully.

Transitioning from high school to college can be challenging for many students, and there are several reasons why college is often perceived as more demanding. As a professor, it's important for me to convey these aspects to students to help them understand and navigate the academic shift. Firstly, college courses are typically more specialized and in-depth than high school classes. The content becomes more rigorous, requiring a deeper level of understanding and critical thinking. Additionally, the pace of college courses is often faster, with a significant amount of material covered in each session. Unlike high school, where daily attendance and reminders are common, college places a greater emphasis on self-discipline and independent learning. Students are expected to manage their time effectively, engage in extensive reading, and actively participate in discussions. Furthermore, assessments in college, such as exams and assignments, are designed to evaluate not just rote memorization but also the ability to analyze and synthesize information.

The expectation for original thought and the application of concepts is heightened in college, contributing to the perception that college coursework is more challenging. Lastly, the larger class sizes and the diversity of students in college may mean less individual attention from professors, necessitating students to be proactive in seeking clarification and additional support. In essence, college demands a higher level of academic independence, critical thinking, and time management, making it a more intellectually rigorous environment compared to high school.

College is often considered more challenging than high school due to several factors:

1. **Academic Rigor:** College courses are typically more academically demanding and in-depth than high school classes. The material covered is more complex, and students are expected to engage in higher-level critical thinking and analysis.
2. **Independence:** College students are expected to take more responsibility for their learning. Unlike in high school, where teachers may closely monitor students, college students need to manage their time effectively, attend classes, complete assignments, and study independently.
3. **Time Management:** College schedules can be more flexible, with fewer daily classes. This freedom requires students to manage their time wisely, juggling coursework, part-time jobs, and extracurricular activities.
4. **Volume of Material:** College courses cover a significant amount of material in a shorter period. Students may need to cover more chapters, read more extensively, and complete more assignments and projects compared to high school.
5. **Specialization:** College education often involves choosing a major or field of study, leading to more specialized and focused coursework. This specialization can require a deeper understanding of specific subjects and more challenging coursework.
6. **Assessment Methods:** College exams and assessments may involve more critical thinking, essay writing, and complex problem-solving than the standardized tests often encountered in high school. Grading can be more subjective, and success *may* depend on a deeper understanding of the material.
7. **Class Size:** College classes are generally larger, and students may have less personal interaction with professors. This can make it more challenging for students to seek individualized help or build close relationships with instructors.

8. **Transition to Adulthood:** College is not only about academic challenges; it's also a significant transition to adulthood. Students often need to navigate living away from home, managing finances, and making important life decisions.

It's important to note that individual experiences can vary, and some students may find high school more challenging than college or vice versa. **The increased difficulty in college is not necessarily a measure of intelligence but reflects the different demands and expectations of higher education.**

Mode of Delivery

The mode of delivery for this course is Online, In-person

Certification Aligned & Course Recognitions:

Recommended next certification:

Cisco Certified Network Associate (CCNA) or
CyberOps Associate

Methods of Instruction

Instruction using PowerPoint Presentations, peer discussions, theoretical and application assessments, and hands-on application exercises.

Required Texts and Materials

None

Additional Information

No mandatory textbook is needed. All course content is included in the Cisco Skills for all courseware.

Reading material is integrated within the course and provided through the vendor website, no purchase is necessary.

Students will benefit from a highly interactive course, with free reading material, practice labs, interactive activities, digital badges, videos, & quizzes, module exams, and a final exam.

Welcome Information

Welcome to Networking Essentials! Networking Essentials provides learners with a broad foundational understanding of networking. It is suitable for anyone interested in a career in IT, or a related career. This course provides an engaging, self-paced learning experience using Packet Tracer simulation, interactive activities, and learning everyday devices found at home.

This course teaches the fundamentals of networking. It covers the foundation of networking and network devices, how to use different network applications and protocols to accomplish networking tasks, how to provide Internet Protocol (IP) addresses to devices both manually and automatically and understand how IP addresses are calculated and assigned, how the physical, data link, and network layers work together to provide end-to-end connectivity, how to provide basic network diagnostics and troubleshooting including endpoints, networks, for both local and remote scenarios, will teach foundations of security and about network and computer threats and attacks including application, cyber, wireless, and mobile device attacks, and how to perform basic secure wireless configuration.

Introduction to Online Learning

The Introduction to Online Learning training course is a requirement for all first-time online learners. This training is available to students in [Student iCampus Central](#) found on the iCampus dashboard upon registration in an online or hybrid course. This training must be fully completed in order to receive access to all material and assignments in this course.

Technical Requirements

- Daily reliable internet access
- A word processing program (Microsoft Word is strongly recommended and is [provided to students by the college](#))
- A modern web browser (Canvas-based courses work best with [Google Chrome](#)). The latest information on Canvas supported browsers is available on the [Canvas community website](#).
- Courses may be accessed using the Canvas App, available from the [Google Play Store](#) or [iTunes](#). Not all features of every course will work using the App. It may be necessary to access a web browser when using a mobile device.

Course Level Objectives

Explain the basic requirements for getting online
Create a simulated network using Packet Tracer
Create a simple home network
Explain the importance of standards and protocols in network communications
Explain how protocols enable network operations.
Explain how communication occurs on Ethernet networks
Create a fully connected Local Area Network (LAN)
Explain the features of an Internet Protocol (IP) address
Explain the Dynamic Host Configuration Protocol (DHCP) address assignment process
Explain the principles of Internet Protocol version 4 (IPv4) and IPv6 address management
Explain how clients access internet services
Explain the concept of network communication
Explain the function of common application layer services
Configure an integrated wireless router and wireless client to securely connect to the internet

Implement virtualization and cloud technologies
 Explain how to use security best practices to mitigate attacks. Configure basic network security.
 Compare in-band and out-of-band management access.
 Use the Cisco IOS
 Create a simple computer network using Cisco devices.

General Education Objectives

Applied Knowledge: Students draw from learning experiences/concepts to solve a variety of problems or challenges.

Written Communication: Students will demonstrate organized and coherent written communication.

Topical Outline

COURSE CONTENT – SEMESTER TWO CIS 145 FUNDAMENTALS OF NETWORKING/NETACAD ONLINE

Week	Module Title/Topic Title	Objective
Week 1	Module 1. Communications in a Connected World	Explain important concepts in network communication.
	Module 2. Network Components, Types, and Connections	Explain network types, components, and connections.
	Module 3. Wireless and Mobile Networks	Configure mobile devices for wireless access.
	Module 4. Build a Home Network	Configure an integrated wireless router and wireless client to connect securely to the internet.
Week 2	Module 5. Communication Principles	Explain the importance of standards and protocols in network communications.
	Module 6. Network Media	Describe common network media.
	Module 7. The Access Layer	Explain how communication occurs on Ethernet networks.
	Module 8. The Internet Protocol	Explain the features of an IP address.
	Module 9. IPv4 and Network Segmentation	Explain how IPv4 addresses are used in network communication and segmentation.
	Module 10. IPv6 Addressing Formats and Rules	Explain features of IPv6 addressing.
	Module 11. Dynamic Addressing with DHCP	Configure a DHCP server.

Week 3	Module 12. Gateways to Other Networks	Explain how routers connect networks together.
	Module 13. The ARP Process	Explain how ARP enables communication on a network.
	Module 14. Routing Between Networks	Create a fully connected LAN.
	Module 15. TCP and UDP	Explain how clients access internet services.
	Module 16. Application Layer Services	Explain the function of common application layer services.
	Module 17. Network Testing Utilities	Use various tools to test and troubleshoot network connectivity.
Week 4	Module 18. Network Design	Explain components of a hierarchical network design.
	Module 19. Cloud and Virtualization	Explain the characteristics of virtualization and cloud services.
	Module 20. Number Systems	Calculate numbers between decimal, binary, and hexadecimal systems.
	Module 21. Ethernet Switching	Explain how Ethernet operates in a switched network.
	Module 22. Network Layer	Explain how routers use network layer protocols and services to enable end-to-end connectivity.
	Module 23. IPv4 Address Structure	Calculate an IPv4 subnetting scheme to efficiently segment a network.
Week 5	Module 24. Address Resolution	Explain how ARP enables communication on a local area network.
	Module 25. IP Addressing Services	Explain how DNS and DHCP services operate.
	Module 26. Transport Layer	Compare the operations of transport layer protocols in supporting end-to-end communication.

Week 6	Module 27. The Cisco IOS Command Line	Use the Cisco IOS.
	Module 28. Build a Small Cisco Network	Build a simple computer network using Cisco devices.
	Module 29. ICMP	Use various tools to test network connectivity.
Week 7	Module 30. Physical Layer	Explain how physical layer protocols, services, and network media support communications across data networks.
	Module 31. Data Link Layer	Explain how media access control in the data link layer supports communication across physical and logical networks.
	Module 32. Routing at the Network Layer	Explain how routers use network layer protocols and services to enable end-to-end connectivity.
	Module 33. IPv6 Addressing	Implement an IPv6 addressing scheme.
	Module 34. IPv6 Neighbor Discovery	Explain how ND enables communication on a network.
	Module 35. Cisco Switches and Routers	Describe Cisco routers and switches.
	Module 36. Troubleshoot Common Network Problems	Troubleshoot basic network connectivity issues.
Week 8	Module 37. Network Support	Demonstrate effective troubleshooting methodologies and help desk best practices.
	Module 38. Cybersecurity Threats, Vulnerabilities, and Attacks	Explain common threats, vulnerabilities, and attacks on end points.

Final Exam Information

The final exam is taken during the final exam week.

Grading Policies

Weight of Grades

- **A 100-90%**
- **B 89-80%**
- **C 79-70%**
- **D 69-60%**
- **F 59-0%**

Please keep in mind, Weekly activities must be completed by **time set by the instructor**.

However, please note that during the final week of the course, all activities and assignments are due. After that, **access to the course may be cut off** and no further submissions will be possible.

Submission Policy/ Late Policy

Submission Policy

All assignments must be submitted during the time specified by the instructor. Check your Wilco google classroom.

Deadlines and Late Assignment Policy

Please Note Final Week Deadlines

This fast-track class follows strict requirements set by the Linux Professional Institute and Cisco, meaning submission policies are firmly enforced.

Weekly Assignments:

- It is recommended to complete assignments by their suggested due date.
- The hard deadline for all weekly assignments is **designated by the instructor**.
- **No late submissions or extensions** are allowed beyond this time.

Final Week Deadlines:

Grades must be submitted promptly, as some students rely on employer support for tuition reimbursement, which requires timely grading. Therefore:

- All assignments and exams are due by their specified deadlines during the final week of the course.
- Deadlines are final; for example, if an assignment is due Thursday at 10 PM, no submissions will be accepted after that time.
- Extensions cannot be granted during the final **week** due to strict scheduling and grading requirements.

Please plan accordingly to ensure all work is submitted on time. Thank you for your understanding and cooperation.

Attendance Policy

As your instructor, it's my responsibility to report your attendance to the State of Illinois and the Department of Education. **Both a 10-day and midterm attendance report are required.** While students can be dropped from the course without notice, this is a rare occurrence. I encourage you to monitor your enrollment and make informed decisions about continuing in the course.

Non-participation may be documented to financial aid, and various state and federal agencies, including the Financial Aid Office and the Department of Education, may be notified. Periodic participation reports can impact your financial aid.

To be marked as actively participating, **log into the course each day and contribute to a discussion forum, exam, or course activity**. Use the designated site for submissions as directed by your instructor.

For both online and in-person classes, virtual or physical attendance is crucial. In distance education, simply logging into the class is not enough to demonstrate academic attendance. Instead, active participation, such as contributing to discussions or contacting the instructor with course-related questions, is required. Merely logging in without engagement may be reported to financial aid. Attendance is tracked through the iCampus and Amazon sites, so logging in and completing activities on these platforms is essential.

Illinois law requires the college to accommodate students' religious beliefs and practices regarding admissions, class attendance, and exam scheduling. Notify your instructor of any conflicts between course deadlines and your religious observances within the first two weeks of classes.

If you are marked as "non-attending or never attending," refer to the financial aid handbook for information on aid implications. Financial aid may need to be recalculated, and you may need to file an appeal with the financial aid office.

If you are on financial aid and presently attending but marked as "non-attending or never attending," reach out to me through the iCampus message forum with the date and time of attendance. Upon verification, I will update your attendance status with the financial aid, records, and registration offices.

If you are not on financial aid and marked "non-attending or never attending," contact the Office of Records and Registration to understand the impact on finances and academic goals. Call (815) 744-2200 or email wwwreg@jjc.edu for assistance.

For more details on the college's refund and appeals policy, refer to the Refund Policy on the Joliet Junior College website.

Make-Up Policy

Missed Final Exam: Any missed final exam will result in a grade of ZERO with no opportunity for makeup unless serious illness, with doctor verification, or other extreme emergency occurs AND at the discretion of this instructor with prior approval.

(Please see the **Participation, Attendance, & Absence Policies involving Medical Records** section of this syllabus). If an emergency should arise for the final exam, it is the student's responsibility to contact the instructor before the administration of the exam to make arrangements for makeup within one day of the final exam date, given the final grades are due within two days of the final grades being submitted exam results must be collected before posting grades.

Extra Credit Policy

Awarding of extra points is done at the discretion of the instructor and is a subjective process. There are limited opportunities for extra points as outlined below. I **don't reactivate assignments if a student misses the due date, rather if a student were to miss an assignment, I will typically direct them to try and earn additional points moving forward by the process outlined below.**

- **Direct them to an extra credit assignment** - There are some assignments that may be offered as extra credit.

Faculty Commitment

As a faculty member, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by returning e-mails and phone calls within 48 hours during the school week. Emails may be responded to over the weekend or upon the return to the work week.

Although I encourage early submissions of work, if you submit work early, the graded time starts on the assignment's due date. This practice allows for your submissions to be modified before the assignment's due date. Furthermore, I am committed to selecting appropriate course materials and making them available in an organized and timely manner on the hybrid course site.

Student Commitment

For every credit hour of lecture a student is enrolled in, they should expect to spend at least 2 hours outside of class studying, working on assignments, and preparing for class each week of a 16-week semester.

For courses with Lab or Clinical hours, students should expect to spend at least one hour of outside study time for each two lab or clinical contact hours.

Safety

Students are expected to contribute to a safe environment as outlined by the student handbook.

College Documentation Styles

Statement Allowing MLA and APA Citation Styles:

In this course, students are permitted to use either the Modern Language Association (MLA) or the American Psychological Association (APA) citation styles for written assignments. Both citation

styles are widely recognized and accepted in academic writing, and this flexibility is provided to accommodate individual preferences and familiarity.

Guidelines for Citation Style Usage:

1. **Consistency:** Whichever citation style you choose (**MLA** or **APA**), ensure that you maintain consistency throughout your entire assignment. Do not mix elements from different citation styles within the same document.
2. **Clear Indication:** Clearly indicate the chosen citation style at the beginning of your assignment. This helps instructors and readers to understand the formatting expectations.
3. **Adherence to Style Guides:** Adhere to the guidelines outlined in the most recent editions of the *MLA Handbook for Writers of Research Papers* (MLA) or the *Publication Manual of the American Psychological Association* (APA).
4. **Instructor's Preference:** If your instructor has a specific preference for one citation style over the other, it is advisable to follow that preference. Pay attention to any assignment-specific instructions provided by the instructor.
5. **Consistent Formatting:** Pay attention to the formatting requirements of your chosen citation style, including margins, font size, spacing, and the formatting of in-text citations and references.

By allowing the use of both MLA and APA citation styles, this course aims to foster a learning environment that accommodates diverse writing preferences while maintaining a commitment to scholarly rigor and clarity. Students are encouraged to familiarize themselves with the conventions of both styles and choose the one that aligns with their comfort and proficiency. If you have any questions regarding citation styles, do not hesitate to seek clarification from the instructor.

Academic Honor Code

The objective of the JJC academic honor code is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior.

Violations of the honor code merit that the submitted assignment will receive a grade of zero for the first violation and then at the instructor's discretion follow procedures of JJC's Academic Honor Code. Refer to the college for specifics on behaviors, responsibilities, and procedures of JJC's Academic Honor Code found at the Office of Student Rights and Responsibilities. The academic honor code covers topics such as cheating, plagiarism, unauthorized collaboration, falsification and fabrication, and facilitation of academic dishonesty.

Privacy and Accessibility Policies

Canvas [Accessibility Privacy](#)

Cengage [Accessibility Privacy](#)

Pearson [Accessibility Privacy](#)

McGraw Hill [Accessibility Privacy](#)

Macmillan [Accessibility Privacy](#)

Adobe Reader [Accessibility Privacy](#)

Microsoft Office [Accessibility Privacy](#)

Examity [Privacy](#)

Campus Policies and Resources

Religious Observance Policy

Illinois law requires the college to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and request appropriate accommodations. This should be done in the first two weeks of classes.

Student Code of Conduct

Each student is responsible for reading and adhering to the [Student Code of Conduct](#) as stated in the college catalog.

Responsible Use Policy

Students are responsible for knowing and following the terms and conditions of JJC's policy for "Responsible Use of Information Technology." This policy may be found [online on the JJC website.](#)

Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine and [TEACH Act](#) in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Intellectual Property

Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student **work as** part of the college's internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and

recruiting new students. If you do not wish your work to be used in this manner, please inform your instructor.

Communication Policy

Proper spelling, grammar, and etiquette are expected in all forms of course communication. Writing should be in complete sentences and formatted at a level consistent with college expectations. Furthermore, all interactions for the course should be mindful of tone and should reflect how messages may be interpreted by others. Seeking clarification is encouraged, but it must be done in a polite and civil manner.

Others with Access

Individuals such as guest speakers, course evaluators, and technical support staff may access the online course site when necessary and appropriate.

College statement about F-grades and withdrawal policies

Students may withdraw from a course by processing an add/drop form during regular office hours through the Registration and Records Office at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade of 'F' in the course. At any time prior to the deadline dates established, an instructor may withdraw a student from class because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as Facebook, a blog, or **wiki**. While some of these are required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Turn-It-In Notice

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (through submission within the Canvas Learning Management System or otherwise) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference databases solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the Usage ☐ posted on the Turnitin.com site. Our very own JJC Library offers some excellent guidance on how to properly cite sources.

Sexual Harassment

Joliet Junior College seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. JJC has a strong poHcy prohibiting the sexual harassment of one member of the college community by another. See Catalog or Student Handbook.

Supportive Resources and Student Support

- **IT Support:** Visit the Student Technology Resources page where you can learn about free access to Office 365 products. For technical support with your computer, email, software, and login support, visit the 24/7 Student Support. For technical assistance with Stream videos, please contact media@jjc.edu.
- **iCampus Support:** Contact the 24/7 iCampus Student Support Line at 224-208-2545 or by submitting a support request. Assistance is also available in the iCampus Center in Room J-4019 on the main campus, by calling 815-280-2481, or through email iCampussupport@jjc.edu.
- **Disability Services:** Joliet Junior College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an accessible learning experience for all students. If you are a student with a disability, you are encouraged to contact Disability Services at the office location, phone, or e-mail address provided below to establish accommodations under the Americans with Disabilities Act, Rehabilitation Act Section 504, and 508. If you are a student with a disability and anticipate or experience physical or academic barriers, please let your instructor know immediately so that options for accessibility can be discussed.

Office: A-1125 Phone: (815) 280-2613 Email: disabilityservices@jjc.edu

- **Tutoring and Learning Center:** JJC offers a number of free tutoring services on campus and online (Brainfuse). Many of these services are conveniently located in the Tutoring and Learning Center (TLC). Tutoring services are also available at City Center Campus and Romeoville Campus. Call to schedule an appointment. A link for Brainfuse, our free online tutoring service, is also available on this course's homepage.

Office Location: C-2010 Phone: (815) 280-2730 or (815) 280-CUBE (2823)

Email: tutoring@jjc.edu

- **Testing Services:** Testing Services is a student support service that provides test administration for all JJC students at the Main, Romeoville, and City Center campuses. Students needing to take an iCampus, make-up, or accommodated test will need to make an appointment with Testing Services. Schedule your appointment through Testing Services via RegisterBlast under your iCampus Course Navigation Menu. Please note, all students will need a physical photo ID to test and will not be allowed to bring in their cell phone or any other electronics.

Testing Services also administers testing for Placement, CLEP, ASE Prometric, TEAS, and CNA. Anyone who wishes to review or prepare for these tests can visit the Tutoring & Learning Center for test preparation information. Check our website at jjc.edu/testing for hours of operation and a list of our testing guidelines. For more information, please email us at test:ngservices@jjc.edu or call us at 815-280-2261.

- Student Advising Center: Advisors help you make decisions for your future career and educational goals and guide you when you may find yourself stuck. Additional information about academic advising at JJC can be found at jjc.edu/advising. The Student Advising Center assists with making academic decisions, goals, and plans and provide additional support including new student transitions and first-semester registration, academic and career coaching to help students make the right educational choices, and transfer exploration. Once you have a solid academic plan, Faculty Advisors help map out all the academic requirements needed to complete a program. Faculty Advisors are experts in specific career and major areas and are available for most JJC programs. They provide assistance with major-specific educational planning transfer advising and specific career-related guidance.

Office Location: A-1155 Phone: (815) 280-2647 Email: academicadvising@jjc.edu

- Student Wellness Program - Mental Health: As a student, you may carry several responsibilities outside the classroom along with the responsibility of being a JJC student. This can sometimes lead to high levels of stress, anxiety, strained relationships, and much more. Other times, we may just unexpectedly experience symptoms of feeling down, loss of motivation, difficulty concentrating, and/or experience difficult events in our lives. All these things can impact your emotional well-being and can impact your ability to perform academically. Please know that mental health services are available through the Student Wellness Program. Learn more about confidential mental health services available to you. You can also visit the Office of Student Rights and Responsibilities in office A-1100 or call 815-280-2936. Support and help are available for you!
- Student Resources: information on Testing Services, Academic Standards of Progress, Bookstore, Career Services, Disability Services, Library, Multicultural Student Affairs, Project Achieve. Records & Transcripts, Student Rights, Student Accounts & Payments, Tutoring & Learning Center, Veterans Resource Center, Wellness Advocates, and more.
- MyJJC: JJC portal provides access to many JJC services.
- LGBTQIA+ Supportive Resources: Joliet Junior College (JJC) works to ensure that all students have the opportunity to learn in a safe and supportive environment. JJC acknowledges that many students wish to indicate their pronouns and that some may use first names other than their legal first name to identify themselves. To initiate the process of sharing your chosen name and your pronouns, please visit the office of Student Rights and Responsibilities website here.
 - o MyJJC Portal - Safe Zone
 - o MyJJC Portal - LGBTQIA+ student Resources
 - o Preferred Name Change Form
 - o Supportive Tips for Faculty and Staff
 - o Library LibGuide for Lesbian, Gay, Bisexual, Transgender, and Queer Resources

My Degree Progress

My Degree Progress is a computerized system to track a student's progress toward graduation. The report indicates and places courses into their appropriate category as a General Education, Major Course, or Elective according to the degree requirements. This tool is useful for preparing before an advising appointment, for planning, for registering, and for checking that the student is on track for graduation. Visit My Degree Progress on eResources.

Student Planning Tool

The Student Planning Tool combines degree audit information and upcoming schedule of classes so students can easily plan and register for courses that fulfill degree or certificate requirements. Student Planning builds on My Degree Progress and allows JJC students to chart a clear path to graduation in partnership with their Advisor to create an educational plan mapping out their path to completion. Student planning is a web-based self-service tool that makes it easy to know what classes are needed for your degree or certificate and in which semester to take them. For questions about Student Planning visit the [Student Advising Center](#) at the Main, Romeoville, or City Center campuses or call 815-280-2673.