Syllabus
DSCI 320 Management Information Systems
Extended Summer 2020
School of Business, College of Charleston

Section: 03 CRN: 30994
Course location: Virtual
Meeting times: Synchronized times via Zoom (in Eastern Daylight Time)
May 11 week 1 M, May 11, 10:30 AM – 12:30 PM
May 18 week 2 M, May 18, 10:30 AM – 12:30 PM
May 25 week 3 M, May 25, 10:30 AM – 12:30 PM
June 1 week 4 M, June 1, 10:30 AM – 12:30 PM
June 8 week 5 M, June 8, 10:30 AM – 12:30 PM
June 15 week 6 M, June 15, 10:30 AM – 12:30 PM
June 17 Last class W, June 17, 10:30 AM – 12:30 PM
June 22 Exam M, June 22, 10:30 AM – 12:30 PM

Professor: Christopher W. Starr, PhD
Office: Virtual
Office Hours: M 9 AM – 10 AM Zoom Link on OAKS
T 1 PM - 2 PM Zoom Link on OAKS
F 9 AM – 10 AM Zoom Link on OAKS
Other times by appointment >= 1 day if possible
Contact: starrc@cofc.edu
Office Phone: 843 953-8150

Course Description
Survey of transaction processing systems, management information systems, and decision support systems. Introduction of systems analysis concepts, and methodologies for information system design and development. System development projects will be required.

Why IT Matters
This may be the best course you will ever take to catapult you in business. Information technology, including MIS, is no longer a back-office service activity. Technology is now in the C-suite for strategic decision making. The more you know about information systems, the better you will be prepared to compete with others for jobs or as an owner of your own company! In this course you will find out why IT matters.
Course Prerequisite
Junior standing; ACCT 203, ACCT 204, DSCI 232, MATH 104 or MATH 250.

Course Learning Objectives
1. Introduce information systems concepts, terminology (e.g., TPS, MIS, DSS, EIS, databases), and provide an understanding of the differences between various types of computer-based information systems.
2. Review applications and models utilizing information systems solutions to business problems.
3. Study current trends in Information Technology (IT), including E-Commerce, the impact of IT on organizations, managers, and users, as well as ethical, social and legal issues.
4. Improve computer skills through individual assignments with spreadsheet, database and other software.
5. Improve communication skills and teamwork through an information systems group project.
6. Provide a challenging course for upper-division business majors.

The School of Business Learning Goals for this course
This is how DSCI 320 delivers on each of the Learning Goals set forth by the School of Business for all majors in the school.

Communication Skills
Students will be introduced to contemporary information systems concepts, terminology (e.g., TPS, MIS, DSS, EIS, databases) and provided an understanding of the differences between various types of computer information systems. Students will also gain valuable experience writing and presenting group project on MIS in the cloud.

Quantitative Fluency
Students will gain experience and training on basic and advanced functionality in Microsoft Excel to support information management and decision making. Students will also be trained on fundamental database concepts, implemented through Microsoft Access. Both of these software applications will then be used to solve structured and unstructured quantitative business problems.

Global and Civic Responsibility
Students will become aware of the current ethical issues associated with corporate use of information and technology, and common corporate policies that address these issues. In addition, students will learn about the role of enterprise IT architecture in managing distributed business processes across the global enterprise. Intellectual Innovation and

Creativity
After gaining training and exposure to database systems and decision support systems (Excel), both of these systems will then be used to solve structured and unstructured business problems. In addition, students will become aware of a variety of emerging technologies, and how companies are/should be leveraging these technologies for competitive advantage.

Synthesis
By combining IS and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.
**Required Textbook**  

Get a copy of the book at the URL below in the format of your choosing:  
[https://open.umn.edu/opentextbooks/textbooks/information-systems-for-business-and-beyond](https://open.umn.edu/opentextbooks/textbooks/information-systems-for-business-and-beyond)

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**Method of Teaching/Learning**  
This course is a hybrid online course with weekly synchronized meeting times. The course is organized on OAKS with reading materials, videos, discussions, quizzes, and skill development on business software platforms. Live Zoom sessions together each week will also be recorded for playback.

**My Teaching and Learning Philosophy**

Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn.

   Benjamin Franklin

We learn by doing. We are learning together through active engagement with each other and with the material in the course. Just as important as the material are your ideas, reflections and feelings about the material and what matters to you. My foundation for my interaction is simple.

**Be human.** Open yourself up. Treat others with respect.
**Be present.** Be engaging. Share your thoughts with me and other students.
**Be adaptable.** Expect things to change. Work with me.

Let’s ready our minds for new ideas and skills, challenging preconceptions about technology in business. In doing so, we’ll all be successful in the end and satisfied with the journey that got us there.

**Course Map**

This course consists concept modules and skill modules organized in weekly releases. A concept module focuses on learning the concepts of MIS. A skill module focuses on increasing your skill level with an MIS tool. Each week of work contains 5 modules in some combination of concept and skill modules.

Each module is a self-contained unit of work to provide a set of learning objectives for us to master by moving through the module with individual work and work we do together.

Each module consists of a standard structure of submodules making up that module.
Read – a submodule containing reading requirements for us.
Watch – a submodule containing video components us to watch.
Discuss – a submodule containing ways for us to share our thoughts.
Do – a submodule containing assignments.

We should each schedule 3 hours to work through each module. It may take you less time or more time, but you will know your pace after the first few modules. It is important to schedule your week so that you are not trying to accomplish all of the modules on Sunday for the due date at 8 AM on Monday for all of the modules in the previous week.

This map of weekly modules guides your progress in this course. It is how you will move through the course in an organized and unambiguous way from week to week. You will organize your time for engagement during the week using the course map.

Rather than overwhelming you with all modules for the course all at once time, the modules are released in weekly sets of modules. Every Monday morning at 8 AM, all of the modules for that week open up for our engagement. We will start off the week together in a classroom session on Zoom for two hours to kick off the week. Then for the remainder of the week you will work at your own pace, or the pace of your group for group work, to accomplish all of the learning outcomes for all of the modules that week. This pattern repeats through the last week.

At the end of each week, modules end. This means that due dates for assignments have expired. However, all of the content in all of the previous week’s modules remain open for you to use throughout the course. Even discussions and videos and Zoom recording remain available to you. This openness is not to be interpreted as extra time to get the modules completed. Stay on course with me to have the best learning experience.

Final Grade Computation
To be successful in this course, here is what to expect. There will be chapter quizzes, lab work and tests in Excel and Access, Tableau, a team project, two major tests and one cumulative exam.

Quizzes: You will be asked to complete a reading quiz in class following a chapter reading assignment for each concept module. You may take the quiz as many times as you would like. There are 13 quizzes in total. Your grade for a quiz is simply the average of the grades across all of your attempts. Quiz grades all count, as none are dropped.

Tests: There will be three tests during this course. Test 1 covers the concepts in the first half of the textbook. Test 2 covers the concepts in the second half of the textbook, except for the last chapter. Tests are delivered on OAKS and proctored over Zoom with cameras on.

Final Exam: The final exam is cumulative over concepts from the entire body of material covered by Test 1 and 2. The Exam is delivered on OAKS and proctored over Zoom with cameras on.

Excel: There are three parts to help you increase your skills with Excel spreadsheets.

Basic Excel
GMetrix Practice and Tests: Using an online learning tool, GMetrix, you will complete three Core Excel tests in testing mode for your grade on this section. You will be able to practice the tests in practice mode as many times as you would like. You may take the test in
testing mode as many times as you like up to the due date until your highest grades are entered.

Advanced Excel
You will complete seven additional Excel projects to help you master advanced Excel skills beyond the basic certification.

Access: There are five database projects you will complete in Access. Following those activities, you will take an in-class Access exam on a computer to show your proficiency in designing and implementing a relational database and on your use of SQL.

Team Project: A team project will be completed by groups of two students. The helps you to gain experience by integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Excel GMetrix Practice Tests (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Advanced Lab work Excel</td>
<td>5%</td>
</tr>
<tr>
<td>Advanced Excel Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Lab work in Access</td>
<td>5%</td>
</tr>
<tr>
<td>Access Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Lab work in Tableau</td>
<td>5%</td>
</tr>
<tr>
<td>Team MIS project</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>13 Chapter Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1 (Chapters 1-6)</td>
<td>10%</td>
</tr>
<tr>
<td>Test 2 (Chapters 7-12)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Extra Credit
Sit and pass the MOS Certiport Certification for Excel, if available.

Numerical Grade to Letter Grade Mapping

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 94</td>
<td>A</td>
<td>73-75.99</td>
<td>C</td>
</tr>
<tr>
<td>90-93.99</td>
<td>A-</td>
<td>70-72.99</td>
<td>C-</td>
</tr>
<tr>
<td>86-89.99</td>
<td>B+</td>
<td>66-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>83-85.99</td>
<td>B</td>
<td>63-65.99</td>
<td>D</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>76-79.99</td>
<td>C+</td>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

What can you expect from me?
My goal is to challenge you and help you excel. I will set high expectations and push you to surpass them. I plan to do this in the most enthusiastic and supportive way I can.
I will provide you with detailed instructions and expectations for your work and fairly evaluate you according to those expectations.

I will always make time to listen to your ideas and concerns and support your endeavors to become a more competent communicator.

This course will only succeed if, together, we create an atmosphere of respect, openness, and honesty.

**What can I expect from you?**
You will be engaging, inquisitive, and respectful. Take time to engage with your colleagues in the class. Be present and helpful. Ask questions. Help others to understand better. Pay it forward when you can. It’s OK if you, like me, make mistakes, that is the best way to learn.

Every Monday morning after 8 AM, you are encouraged to log in to the course to review the upcoming modules for the week prior to our Zoom meeting at 10:30 AM. Then one time per day, check for new announcements, participate on the discussion boards, check the calendar, and review assignments.

**This online course is academically rigorous**
Because we don’t meet face-to-face, it’s essential that you maintain an active presence in the class, including posting to and reading discussion board threads. You should log into the course at least one time per day at minimum in order to be successful. Remember that I can see when you log into OAKS and can monitor your progress.

Much of the class will be run like a traditional course, except that the online format should encourage more exchanges between students than you might be accustomed to in a physical classroom. You will be expected to do the same sorts of activities that you do in a regular class such as reading and writing, guided by feedback from me, and frequent discussions, facilitated by the OAKS discussion board.

It is essential that you stay on top of the course assignments. I will post due dates and reminders, but it is your responsibility to make sure you don’t get behind, especially in a class this short. Do not make the mistake of thinking this is an easy class because we’re meeting online, or an easy class because it’s meeting over the summer! The material is quite difficult, and it will take a lot of effort on your part to master. A Summer class that meets face-to-face normally entails 8 hours of classroom time per week, plus reading and homework each night. The workload for this class will be the same, except our classroom will be OAKS and Zoom.

Because discussions in an online class are mostly asynchronous, they will necessarily move at a slower pace than conversations in a physical classroom. I expect that many of our conversations around certain subjects will extend beyond the days I’ve allocated to them in the schedule. In a couple of instances, I expect that you will be posting discussion responses over the weekend.

**Course Policies**
I treat class like a job, and I expect students to do the same. Thus, I take professionalism very seriously and I hope you will, too. A professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace. In this course, being a professional involves several elements:

**Late Work**
I expect you to treat this class like a job and deadlines must be met. Please don’t make things awkward by asking for an extension.

Unless otherwise noted, all assignments are due on the due date and time listed in the OAKS calendar or by that graded item.

If you are in a time zone other than Eastern, make sure you pay very close attention to dates/times. I recommend changing your time zone setting in OAKS to Eastern Time to prevent confusion. You can accomplish this by clicking on your name in the upper right corner of OAKS, then choose Account Settings.

If extraordinary circumstances arise (e.g., hospitalization) or family emergency, or network outage, notify me as soon as possible so arrangements can be made.

If you know you will not have access to OAKS when an assignment is due, it is your responsibility to turn in the assignment early.

Murphy’s Law: “Anything that can go wrong, will go wrong.” Laptops are stolen. Hard drives crash. Your wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.

Always save duplicates of your work on an external source (e.g., thumb drive, Google Drive, Dropbox.com). Every single semester, a student loses their work because of a hard drive crash or the Library computer logging off unexpectedly.

For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

Communication
Communication will occur in multiple ways: Zoom (Mondays and office hours), OAKS announcements, OAKS content, OAKS gradebook, OAKS discussions, and email.

Ask Three, Then Me
I receive hundreds of emails every week, some from students asking questions that could easily be answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions.
3. Confer with one classmate.

Then, if you still don’t know the answer to your question, you may email me.

Email
Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second-nature when you enter the workforce.

When corresponding with me, please:
  include DSCI 320 in the subject line
  include a respectful greeting (e.g., “Hi Jessica” or “Dear Dr. Starr”) 
  fully sign your name
use complete sentences
proofread your email

Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24-36 hours). I stop responding to emails after 7:00pm.

If you do not receive a reply within 24 hours, please re-send your message.

**Technical Difficulties**
If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

Student Computing Support
843-953-5457
studentcomputingsupport@cofc.edu
blogs.cofc.edu/scs

Helpdesk
843-953-3375
helpdesk@cofc.edu
https://help.cofc.edu

It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Class Climate and Etiquette**
As stated on page 114 of the Student Handbook: “a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom.” This applies equally to the online classroom.

To maintain a respectful and supportive environment, please uphold these rules of netiquette. Netiquette is network etiquette, the do’s and don’ts of online communication.

Be kind and ethical. Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. And I’m assuming here that you would not feel comfortable saying rude or harassing things to a person's face.

Be aware of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident, or might others misinterpret your message?

Be forgiving. We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

Respect disagreement. I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This
does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

Share your knowledge. As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge.

Cite your sources. When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for everything you post but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

Help each other. If you notice a colleague has asked a question or written about a problem, jump in and offer assistance. This is especially true on discussion boards.

**Attendance**
Just like any organization, this class is a community whose success is dependent on everyone’s participation. Your performance will likely correlate to how frequently you log into the course and how actively you participate.

While I don’t like to be “Big Brother,” I do have the ability to monitor your OAKS activity. This includes number of logins, materials accessed, and time spent. I won’t be looking over your shoulder unless you give me a reason to do so.

| Failure to attend a Zoom class meeting or to log into our OAKS class for seven (7) days in a row will result in a WA, which is equivalent to failing the course. |

All excused absences must be documented in writing (digital or physical). Excused absences include the following categories.

- Academic program participation
- Intercollegiate academic team competition
- Intercollegiate athletic team competition
- Job interview
- Medical sickness
- Airline flight delays into Charleston

Accommodations for excused absences
Rescheduling by email must be made in advance of a planned absence or promptly following the absence. Missed work must be completed within 7 days (including weekends) of returning from the absence.

Unexcused absences include and are not limited to the following unless otherwise covered by the excused absences list:

- Not on time to class
- Extending an academic holiday, such as MLK day and spring break
Only unexcused absences contribute to the determination of a “WA”, which stands for “withdrawn excessive absences” and is equivalent to a failing grade. Four or more absences AND a current course grade less than 80% is the threshold for a “WA”.

Attendance is not a graded portion of the course.

Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor.

Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College.

All students, whether absent or not, are responsible for all information disseminated in the course.

**Errors in the Gradebook on OAKS**
Grades will be posted on OAKS. It is the student’s responsibility to ensure that all grades entered are correct. If I have made a mistake, the student has **one week** from when the assignment/exam was graded to notify the instructor of the mistake. Failure to notify the instructor within this time frame will result in the recorded grade becoming permanent.

**Exam/Quiz Expectations**
Turn off cell phones and any audible devices during all quizzes, tests and exams. Quizzes, tests and exams are closed book and to be taken as scheduled. Assignment and testing dates cannot be changed except by prior arrangement with the instructor, at least 7 days before the scheduled exam date. Such a request must be made in writing by email. In case of emergency please contact Undergraduate Academic Services.

**Course Continuity**
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by the instructor. Do not leave your academic materials in Charleston. Take them with you.

In cases of extended periods of institution-wide closure where students have relocated, the instructor will articulate a plan that allows for supplemental academic engagement despite these circumstances. Instructions will be posted on OAKS.

For all anticipated absences by the instructor, classwork will continue online for those class periods. Instructions will be posted on OAKS.

Only in unforeseen circumstances that cannot be avoided and for which preplanning cannot be done, such as the instructor becoming suddenly ill or suffering from an accident will a lecture period ever be cancelled. Cancellations, if they occur, will be posted at the last minute on OAKS.

**Information Technology**
You need to use your own computer in class and for homework in this class. We will be using MS Excel, MS Access and Tableau. Note that Microsoft does not make a version of MS Access that runs natively on an Apple Mac laptop. However, you are encouraged to install
Parallels and then load MS Windows on your Mac so that you can then load Access to run on your Mac.

Questions and Problems
You are encouraged to ask questions during class and office hours. Your problems, ideas and opinions need to be expressed in a professional way.

Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Gender Equity
The instructor will gladly honor your request to address you by the name, nickname and/or gender pronouns of your choice. Please advise the instructor of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Inclusion
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.
- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
Disability Accommodation
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Also, if you have trouble hearing or seeing, please ask the instructor to reserve a seat for you on the front row of the classroom.

Center for Student Learning
You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing
At the college, we take every student’s mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Statement on “Religious Accommodation for Students”
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion.
The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

Course Schedule
This is a six week course. The schedule is organized weekly. The schedule is provided on OAKS as a course map, where it is kept up today and serves as the single point of truth.