Syllabus
INFM 220 Management Information Systems
Fall 2020
School of Business, College of Charleston

Section: 05
CRN: 13380
Course location: Online (synchronous)
Meeting times: MW 3:25 PM – 4:40 PM

Professor: Christopher W. Starr, PhD
Office: Virtual; Zoom: (for enrolled students only)
Office Hours: MW 11:30 AM – 1:00 PM
TR 1:00 – 1:30 PM
Other times by appointment >= 1 day if possible
Contact: starrc@cofc.edu
Office Phone: (for enrolled students only)

Course Description
Introduction of contemporary information systems concepts. Students will gain experience and training on advanced functionality in Excel to support information management and to solve structured business problems. Students will be introduced to business analytics to explore the capabilities and challenges of data-driven decision-making. Topics include also ethical issues associated with technology.

Why MIS 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 complete with others for jobs or as an owner of your own company! In this course you will find out why IT matters.

Course Prerequisite
Sophomore Standing

Course Learning Objectives
1. Students will describe the differences among data, information, business intelligence and knowledge.
2. Students will be able to classify the different operational support systems, managerial support systems, and strategic support systems, and explain how managers use these systems to make decisions and again competitive advantages.
3. Students will identify the six e-policies organizations should implement to protect themselves.
4. Students will identify the environmental impacts associated with MIS.
5. Students will identify the technologies reinventing the supply chain.
6. Students will be able to define customer relationship management and enterprise resource planning and their impact on organizations.
7. Students will solve a business problem using Excel and/or advanced tools in decision making.
8. Students will be able to identify ethical issues with corporate use of information and technology and will be able to list common corporate policies that address these issues.
9. Students will use data visualization tools to analyze real business data and provide conclusions.

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.

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 be gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.

Required Textbook
Information Systems for Business and Beyond
By David Bourgeois, et al.
Copyright 2019

Get a copy of the book at the URL below in the format of your choosing:
Creative Commons Attribution-Non-Commercial 4.0 International License
This book is provided free in electronic form by the D.T. Bourgeois as part of the Open Textbook Library. We have permission to use the book and even make derivative works from his work as long as we continue to give proper attribution that he was the original author.

**Recommended Textbook** – Optional book for those who would like to have yet another perspective on topics and more details on topics covered in the required textbook.

**Business Driven Information Systems, 7th Edition**
By Paige Baltzan  
ISBN10: 1260262480  
ISBN13: 9781260262483  
Copyright: 2021 McGraw-Hill

**Laptop Requirement**  
All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**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. I’ll work with you.

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

**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, restate and reflect.
**Do** – a submodule containing one or more 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 one 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. This course is divided into 50% concept learning and 50% skill development. Active participation as an individual student and as a member of a student team of three are also a graded components.

**Concept Learning**

**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 two 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.

**Final Exam:** The final exam is cumulative over concepts from the entire body of concept material covered in the course. The Exam is delivered on OAKS and proctored over Zoom with cameras on.

**Discussions:** You will contribute to a discussion forum during each chapter of the textbook. Depending on the instructions for the particular forum, you will be asked to engage by adding topics and/or commenting on topics entered by others.

**Skill Learning**

**Core 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 when your highest grades will be entered.
Advanced Excel
You will complete additional Excel projects to help you master advanced Excel skills beyond the basic certification.

Access: You will complete a set of database projects using MS 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.

Tableau: You will complete a project in data visualization using Tableau, a vendor tool for data analysis and visualization, including dashboard deployment (Android, iOS).

Mobile App: You will develop a mobile application (Android, iOS) with AppSheet, a vendor tool for no-code app development for functional front ends for CRUD operations in business data.

Team Project: A team project will be completed by groups of two or three students. The project 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.

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<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
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<tr>
<td>Basic Excel GMetrix Practice Tests (3)</td>
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<tr>
<td>Certiport Certification Exam</td>
<td>5%</td>
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<tr>
<td>Lab work in Advanced Excel</td>
<td>5%</td>
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<tr>
<td>Advanced Excel Exam</td>
<td>5%</td>
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<tr>
<td>Lab work in Access</td>
<td>5%</td>
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<tr>
<td>Access Exam</td>
<td>5%</td>
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<tr>
<td>Tableau project</td>
<td>5%</td>
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<tr>
<td>AppSheet project</td>
<td>5%</td>
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<tr>
<td>Team MIS project</td>
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<table>
<thead>
<tr>
<th>Concepts</th>
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<tbody>
<tr>
<td>Chapter Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1 (Chapters 1-6)</td>
<td>10%</td>
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<tr>
<td>Test 2 (Chapters 7-12)</td>
<td>10%</td>
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<tr>
<td>Concept Engagement (Zoom, Discussions)</td>
<td>10%</td>
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<tr>
<td>Final Exam (Chapter 1-13)</td>
<td>10%</td>
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**Extra Credit** (4 points maximum)
1 point on final numerical grade. **Attend (virtually by Zoom) the ImpactX Demo Day** and submit a paragraph summarizing the MIS used by your favorite startup company.

1 point on final numerical grade. **Declare a minor in Information Management** to your degree program before the final exam. You are not obligated to complete the minor, but you will receive additional career mentoring and new options for internships due to your increased technology knowledge and skills with the minor.

**Numerical Grade to Letter Grade Mapping**
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.

At the beginning of every week, you are expected to log in to the course to review the upcoming modules and make a note of upcoming Zoom meetings. Then at least 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 face-to-face 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. The material is challenging, and it will take a lot of effort on your part to master. The workload for this class will be the same, except our classroom will be on OAKS (asynchronous) and Zoom (synchronous).

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 good records management, 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 (classes and office hours), OAKS announcements, OAKS content, OAKS gradebook, OAKS discussions, and CofC email.

**Ask Three, Then Me**

Before emailing me, please follow these steps:

1. Consult the class schedule and syllabus on OAKS.
2. Check OAKS for announcements.
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 INFM 220 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 6:00pm.

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 in 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 and Absence Policy**
Just like any organization, this class is a community whose success is dependent on everyone’s participation. Your performance will likely correlate to getting the job done by doing assignments and interacting with me and your classmates.

Your level of class attendance is not part of your grade. Your number of class absences is not part of your grade. Your grade is directly impacted level of participation in assigned class work, so doing the work when scheduled or making up work when late (due to an absence) is your responsibility.

The absence memo process will not be used this academic year. I will not request documentation for absences. I trust you to tell me directly any time you miss class and I will trust that the explanation you give for your absence is honest and truthful.

If you are absent, I will be happy to work with you to catch up. Just ask. Communication is the best way to reduce anxiety and increase your success.

**OAKS**
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**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 **two weeks** 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.

**Recording of Classes (via Zoom)**
Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**Test, Exam and Quiz Proctoring**
Chapter Quizzes are not proctored. Chapter Quizzes are delivered on OAKS Quizzes and are open book. Quizzes are to be taken on your own at your own pace as a formative way to check your progress toward learning concepts.

Tests and the final exam are proctored by the instructor on Zoom with student video on and sound muted. Tests and the final exam are closed book, closed notes, closed phone, with no other browser windows or tabs open on your computer. Tests and the final exam are timed.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning.

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 suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

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
College of Charleston Reporting Portals
National Resources for Faculty & Staff
GSEC Reports
Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
College of Charleston Quality Enhancement Plan (QEP)
Articles about CofC and LGBTQ+ Issues

Disability Accommodation
Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

Center for Student Learning
The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include 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 CoC 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.

2020 – 2021 Religious Holidays

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<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
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<tbody>
<tr>
<td>September 18, 2020</td>
<td>Rosh Hashanah²</td>
<td>Jewish</td>
</tr>
<tr>
<td>September 28, 2020</td>
<td>Yom Kippur²</td>
<td>Jewish</td>
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<tr>
<td>October 2 – October 9, 2020</td>
<td>Sukkot¹</td>
<td>Jewish</td>
</tr>
<tr>
<td>October 9, 2020</td>
<td>Shemini Atzeret²</td>
<td>Jewish</td>
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<tr>
<td>October 19 - October 26, 2020</td>
<td>Navaratri</td>
<td>Hindu</td>
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<tr>
<td>October 19, 2020</td>
<td>Birth of Baha’u’llah</td>
<td>Baha’i</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Religion</td>
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<tr>
<td>January 7, 2021</td>
<td>Christmas(^{3})</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>February 17, 2021</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
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<tr>
<td>February 25-26, 2021</td>
<td>Purim(^{2})</td>
<td>Jewish</td>
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<tr>
<td>March 15, 2021</td>
<td>Great Lent Begins</td>
<td>Christian</td>
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<tr>
<td>March 20, 2021</td>
<td>Naw-Ruz</td>
<td>Baha’i</td>
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<tr>
<td>April 2, 2021</td>
<td>Good Friday</td>
<td>Christian</td>
</tr>
<tr>
<td>March 26 - April 3, 2021</td>
<td>Passover(^{2})</td>
<td>Jewish</td>
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<tr>
<td>April 12-May 11, 2021</td>
<td>Ramadan</td>
<td>Muslim</td>
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<tr>
<td>April 30, 2021</td>
<td>Good Friday (Orthodox)(^{3})</td>
<td>Orthodox Christian</td>
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<tr>
<td>April 20 and 28, 2021</td>
<td>Ridvan</td>
<td>Baha’i</td>
</tr>
</tbody>
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\(^{1}\) The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.

\(^{2}\) All Jewish holidays begin at sunset on the evening before the date given.

\(^{3}\) Orthodox Christian holidays begin at sunset on the evening before the date given.

**Biography of the Instructor**

As a systems scientist by training at the Medical University of South Carolina studying under computer scientists, statisticians, epidemiologists, physicists and electrical engineers, Dr. Starr has generated successful outcomes in academics, as a computer science professor and department chair and an information management professor, and in industry, as a technical consultant on a global scale for Fortune 500 companies and military and civilian agencies in multiple countries.

Dr. Starr’s research interests include machine learning/AI, IoT, SOA & API architectures, medical imaging, radiosurgery and curriculum development, resulting in 41+ publications and conference papers with $2,046,588 in 18 externally funded projects.

Dr. Starr spearheaded the development of the first Data Science (BS) program in the United States and drafted the graduate program in Computer and Information Sciences at the College of Charleston. He founded ProtoX, the first studio in South Carolina for the Internet of Things, encouraging interdisciplinary collaboration and creative problem solving to connect the physical and digital worlds.

Dr. Starr has founded two companies and assisted in launching more than 50 digital startup teams involving more than 150 student co-founders in ImpactX, a technical startup accelerator using lean-startup, agile development and the low-code movement.

Dr. Starr is currently an Associate Professor of Information Management in the School of Business at the College of Charleston where he as mentored 297 students at the bachelors, masters and doctoral levels, promoted a culture of engagement and inclusion, and has committed his professional life to impact value creation in students and in business.

Dr. Starr holds a BS in Mathematics from the College of Charleston and an MS and PhD in Systems Science from the Medical University of South Carolina.