Welcome to CofC’s Spring 2022, Genetics laboratory (tentative) SYLLABUS

101 level review of general genetics: Introduction to Genomics (genome.gov) and https://www.cdc.gov/genomics/about/basics.htm if needed.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Richard Southgate, PhD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Office times:</td>
<td>My office, RITA 224, is small and has less than 6 ft between two people in this room, so no office meetings during this semester.</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment (<a href="mailto:southgater@cofc.edu">southgater@cofc.edu</a>), after your lab. (RITA 169) in person (it has a lot more space) or on zoom (quicker), your choice.</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:southgater@cofc.edu">southgater@cofc.edu</a> <em>BEST</em></td>
</tr>
</tbody>
</table>

SOME INFORMATION ABOUT YOUR INSTRUCTOR
- I was born in Great Britain many moons ago and at the age of 17, my family moved to Central Europe for 12 years, before arriving legally in the USA in 1984.
- As a Post Doctorate (i.e., having earned a Ph.D.), I worked as a Molecular Biology researcher at Harvard University, Boston University School of Medicine, M.I.T., Lehigh University, and CofC (since 1999).
- Currently, due to my teaching load, I no longer contribute much to Dr. Agnes Southgate’s CofC’s research interests on the origin and evolution of insect flight at both the molecular and cellular levels in...
insects. We have collaborated on this research themes since the early 1990s with published articles (some shown below), but this research has been severely slowed due to Covid-19.

OK, to be honest, my photo here is a bit younger than me now.
- Over the years at CofC, I have taught BIOL-111, 101, 102, 305L, Cell Biology 313, 313L, Developmental Biology 322 (class and lab.), and Molecular Biology 312L.
- In the late ‘90s, my wife and I become naturalized USA citizens (the only difference between you and me is that I cannot be the President or Vice President of the USA). So, I am an American, as I swore to the US flag, and at the same time, I rejected the Queen of Great Britain…. If there was a future war between the USA and Britain again (????), I will be on the American side.
- Finally, and some of you may already know, I had a total knee replacement last year. I am doing a lot better now, but I had complications from a blood clot found under the surgery knee ~3 weeks after the surgery. I am being treated, but unfortunately, this situation has slowed my physical progress considerably. In this semester, you will see me in the lab. either walking +/- normally or with a cane, or sitting down frequently or walking a lot, all being determined by how my knee is hurting or not at that day. In the beginning of the semester, I will still doing physical therapy that both helps a lot, of course, but also hurts a lot..., and different to what the internet says (~3 months), full recovery with a knee replacement can take one to two years to be +/- back to normal.

A FEW PAST PUBLICATIONS:

**EMAIL ADDRESS:** Most contacts at the College are dependent on email for all communications. The way you present yourself in emails to your instructor, your friends, or inquiring for a summer position at CofC or MUSC etc. says a lot about your work ethic, your character and your priorities. Practice email etiquette at the College so that it will be second nature to you when you get your great new job.

Ex. - use a “polite” salutation,
- fully sign your name,
- use complete sentences and good grammar,
- proofreading your emails, don’t laugh, it takes seconds. This simple task makes you look professional that can greatly increase your chances of success for jobs.

On 01/08/22, I have 67/max. 68 students in my 4 genetic labs in this semester that are:

**BIOL-305L- 01 [Thur, R], BIOL-305L- 02 [Fri, F], BIOL-305L- 03 [Wed, W], BIOL-305L- 04 [Mon., M].** (I did not set up the order of these lab. sections …).

As I have so many students in these labs., if you wish to email me, can you PLEASE indicate your lab. day e.g., M, W, R or F in your email subject line, as this helps me to know who is in which section or team quickly rather than looking in OAKS to find it. ...

Thanks.

I will do my very best to answer your emails within 24 hours during the weekdays, but up to 48 hours over the weekends. As I would like to have a sort of private life at home, I will also stop responding to emails after about 6:00pm, apart from emergencies of course.
If you do not have an email from me after ~24 hours, send me another email, and if there is still no answer, especially over the weekends, send me a third and angry (but still polite) email, but I promise this will be very rare (my badge of honor unless I am ill).

SUMMARY: I promise to answer your e-mails within 24 hours in the weekdays (or up to 48 hours on weekends). I will answer most likely faster, but occasionally there can be some late emails.

Course description: An introduction to the principles of heredity using common experimental organisms. Recent techniques in molecular genetics are also covered.

Laboratory: 3 hours max./week, but some labs will be shorter, and rarely, you or your team member may need to return to the lab. in the week to complete a particular procedure, but the total time per week will still be max. 3 hours. If needed, these situations will be discussed in the previous lab. sections and this will be also posted on OAKS. I will try obviously to prevent these situations, but some steps in the protocols cannot be avoided because of time demands.

Prerequisites: BIOL 111/111L, BIOL 112/112L. Co-requisites or prerequisites: BIOL 211 and 211D, BIOL 305, MATH 250 or equivalent course in statistics or permission of instructor.

Learning Outcomes: Students will

- Comprehend Mendelian Genetics and common variations, such as epistasis, genetic penetrance, and complex traits.
- Reveal the capability to evaluate data acquired from different crosses.
- Show a true appreciation of the crucial genetic concepts of mutations, alleles, and gene interactions in genotype-phenotype interpretation descriptions.
- Demonstrate an awareness and understanding of basic molecular genetic procedures.
- Design, analyze, convey, and debate experimental outcomes.
- Exhibit expertise for constructing suppositions and explaining answers on the simple basis of hypotheses.
- Recognize some of the inferences of modern genetics to society in general.

Textbook

None. Protocols and other information will be either provided in lab. or posted on OAKS. Like always, you are responsible for checking the OAKS page regularly to determine due dates, protocols, assignments, lab report components, exams etc.

Planned, but still tentative modules (and not always in this order, especially due to potential weather or illness issues etc.) the lineup of these chosen experiments in the Spring semester labs. will be posted on OAKS, but below is the type of involved experiments that will be mainly done:

Jan. 10 – 14, 2022. MODULE 1: Understanding genes and mutations
Introduction, Safety issues, Seeing wild type flies again, their cell cycle, sexing male/female *Drosophila* flies in the lab. and describing the maintenance, changing fly food etc. plus a few videos about basic genetic concepts. Also beginning talking about mutations.

Jan. 17 – 21, 2022 has NO labs this week due to the Monday, Martin Luther King, Jr. Holiday.

Jan. 24 – 28, 2022 will finish the MODULE 1 with practical food changing, cleaning the fly vials, and the description of various mutations.

**MODULE 3:** *Drosophila* white gene will also start in the week of Feb. 7 – 11, 2022, when you set-up a F₁ white gene crossing. After practicing in the first & second week *Drosophila*, you should be a pro.

Feb. 14 – 18, 2022, continuing with MODULE 2.

**Feb. 21 – 25, 2022, MODULE 3:** Allelic series and the molecular basis of phenotypes in *Drosophila* as well as the famous *Drosophila* white gene

**Feb. 28 – Mar. 4, 2022, MODULE 4:** Genetic Penetrance and Expressivity in *Drosophila*, and the role of “modifier genes”, discussion and setting up a *Drosophila* Lobe F₁. plus the possible introduction into MODULE 5: gene mapping in dogs.

Mar. 7 - 11, 2022, SPRING BREAK, NO LABS. / CLASSES THIS WEEK.

**Mar. 14 - 18, 2022 and Mar. 21 - 25, 2022, MODULE 4:** Genetic Penetrance and Expressivity in *Drosophila*, and the role of “modifier genes”, *Drosophila* Lobe F₁ observations and starting the Lobe F₂. and MODULE 5: Quantitative mapping and Drought genes, Complex traits and continuing with gene mapping in dogs.

**Mar. 28 – April 1, 2022, MODULE 4:** Genetic Penetrance and Expressivity in *Drosophila*, and the role of “modifier genes”, *Drosophila* Lobe F₂ observations. 
Not written in stone yet are about possible over modules (if there is time) like:
1. Allelism testing in yeasts and the Ames test.
2. Chromosome mutations, FISH analysis and possible other surprises.

April 4 - 8, 2022 and April 11 – 15, 2022. Each team (of 2 students) present a face-to-face Power Point presentation as well as a short video and a history of the genetic theme / topic research and references that lead to your choice of your Power Point presentation.

April 18 – 22, 2022 (last lab.). Genetic Lab. cumulative exam and left-overs.

Some modules will have many topics, and some relatively few topics. As said above, the syllabus is TENTATIVE FOR MANY REASONS (weather, illness, family crises, etc.), so, the syllabus must be also flexible, and I guaranty that any changes will be posted on OAKS with enough time for you to understand the new information before the next lab.

**PLANNED EXPERIMENTS**
Below is a list of the experiments to be seen in the lab. sessions, but even though these activities will be probably in this order, be aware live organisms in these labs. (E. coli, *Drosophila*, yeast, DOG DNA, etc. can have some hiccups, so the order is these sessions may be needed to be changed. For example, *Drosophila* has a two-week life cycle, but if we get a winter storm in February for example, the flies may be too old when to come back to the College and your lab. will be on the next week ....

**MUTAGENIC AGENTS AND THEIR DETECTION**
In genetics, a mutagen is a physical or chemical agent that changes the genetic material, usually DNA, of an organism and thus increases the frequency of mutations above the natural background level.

**DNA POLYMORPHISM: EXAMPLE: PTC TASTING IN HUMANS,**
The genetics of bitter taste caused by the PTC gene: **TAS2R38** that will be using the polymerase chain reaction and agarose gels etc.

**ALLELIC SERIES AND MOLECULAR BASIS OF PHENOTYPE IN DROSOPHILA**
Allelic series describe different mutant alleles of a gene that cause a range of phenotypes, whereby each one carries a single point mutation within different regions of the same gene.

**PENETRANCE + EXPRESSIVITY IN DROSOPHILA, AND THE ROLE OF MODIFIER GENES**
Although some types of inheritance in genetics are simple as autosomal dominant conditions, there can
also be complicated types of inheritance. When dominant alleles are inherited, they are expected to express a particular trait or set of traits, which constitute a particular condition or a syndrome. However, the dominant allele affects different people in different ways. On that account, a specific genotype may exhibit phenotypic variability or a range of different phenotypes. Penetrance and expressivity are two measurements that describe the range of phenotypic expression of a particular genotype in individuals. The main difference between penetrance and expressivity is that penetrance is a quantitative measurement, describing the levels of expression of a particular phenotype, which corresponds to a dominant genotype whereas expressivity is the extent of a given genotype expressed at the phenotypic level. Modifier genes are defined as genes that affect the phenotypic and/or molecular expression of other genes. Genetic modifiers can affect penetrance, dominance, expressivity, and pleiotropy (Nadeau, 2001). http://oge.med.ufl.edu/courses/syllabus/GMS6011-PDF/nadeau%202001.pdf

**COMPLEX TRAITS AND GENE MAPPING IN DOGS**

Complex traits, as well as quantitative traits, are traits that do not behave according to simple Mendelian inheritance laws. ... Such traits show a continuous range of variation and are influenced by both environmental and genetic factors.

I could have listed the lab. sessions with the specific experiments, and then a lot of problems if the order of the experiments had to be changed for reasons outside my control. So I will post the lab. project for the next week, 7 days before the beginning of the next week on OAKS.

In the early labs. I will also review briefly some 111 biological concepts about DNA, RNA and Proteins that circles around genetics, and we can discuss and explore Covid-19 biology, and any new info. about genetics, and if you have a particular topic you wish to explore in the genetic labs., just please let me know.

**Testing and grading, depending on the total points gathered in the semester ➔:**

- 7% quizzes (and zoom/poll questions if we must go online), for individual students.
- 5% Lab. student team proficiency grade. Points can be lost due to team mix-ups, like not following the experiment protocols that are essential of the success of these experiments and honestly a waste of preparation effort/time and money. Also, late students arriving frequently in the lab., or missing several labs. (unless due to established illness) etc. are on this list. This is not very strict but it’s aimed at teams who have consistent poor results, etc. This is why communications and asking questions first are so important.
- 30% Lab science-based REPORTS as teams of 2 students. Instructions for each lab report will be available on OAKS. There will be questions to answer and analyses to perform for each investigation. You must work closely with your partner to gather/analyze the data, which should be clearly presented, legible, and neat. The stepwise/detailed calculations to obtain the results need be shown clearly and clearly, as you will be graded accordingly,
- 30% Team lab EXERCISES (2 students): these are largely computer-based inquiries,
- 14% Final PowerPoint presentations, plus a video, and a history + references of your chosen topic in the first and second weeks of April. We will start finding your topic in genetics just before Spring Break, and later your topic has to be accepted by myself and over 60% of your article has must be genetic based, i.e. not mol. or cell etc. PUBMED Central (full articles) has 1,637,025 papers (as of 01/09/2022), so you have a lot of possible topics...
- 14% Final Genetic lab. exam, last semester week.
  (These %s may be changed if other events happened).
GRADING SCALE of 100 percentage (%):

92 and above: A
90-91.9:    A-
87-89.9:    B+
83-86.9:    B
80-82.9:    B-
77-79.9:    C+
70-73.9:    C
67-69.9:    D+
63-66.9:    D
60-63.9:    D-
below 60:    F

Spring 2022 Academic Calendar - College of Charleston (cofc.edu)
Main dates in this calendar are subject to change without notice.

January 2022

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Monday, January 10</td>
<td>Spring full semester and Express I classes begin.</td>
</tr>
<tr>
<td>Monday, January 17</td>
<td>Martin Luther King, Jr. Holiday, observed. No classes. College closed.</td>
</tr>
<tr>
<td>Tuesday, January 18</td>
<td>• Last day of Drop/Add for full semester classes.</td>
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<tr>
<td></td>
<td>• Last day for students to submit a request to Audit or apply for a Pass/Not Pass grade option full semester classes.</td>
</tr>
<tr>
<td>Wednesday, January 26</td>
<td>Attendance Verification for faculty opens in MyCharleston via Final Grades.</td>
</tr>
<tr>
<td>Saturday, January 29</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, performance courses only; virtual instruction on these days for all other courses). *SD – Storm Day Makeup (no classes unless the College deems necessary)</td>
</tr>
<tr>
<td>Sunday, January 30</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, performance courses only; virtual instruction on these days for all other courses). *SD – Storm Day Makeup (no classes unless the College deems necessary)</td>
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February 2022

<table>
<thead>
<tr>
<th>Date(s)</th>
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<tbody>
<tr>
<td>Tuesday, February 1</td>
<td>Last day to submit an Undergraduate Application to Graduate in Spring 2022.</td>
</tr>
<tr>
<td>Wednesday, February 2</td>
<td>Attendance Verification for faculty closes at noon.</td>
</tr>
<tr>
<td>Saturday, February 12</td>
<td>Storm Day Makeup (on campus instruction for PE Activity Courses, labs, studio, performance courses only; virtual instruction on these days for all other courses). *SD – Storm Day Makeup (no classes unless the College deems necessary)</td>
</tr>
<tr>
<td>Tuesday, February 15</td>
<td>Last day to submit a Graduate Application to Graduate in Spring 2022. Last day for students to submit incomplete undergraduate coursework to faculty for any Fall 2021 session (Fall 60 Day Deadline). Change of grade form to be submitted by faculty.</td>
</tr>
<tr>
<td>Tuesday, February 22</td>
<td>Undergraduate missing and incomplete grades for Fall 2021 convert to a grade of “F”.</td>
</tr>
<tr>
<td>Thursday, February 24</td>
<td>Full semester Mid Term and Express I final grading open to faculty</td>
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March 2022

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, March 2</td>
<td>Full semester Mid Term and Express I final grades due by noon (EST).</td>
</tr>
<tr>
<td>Sunday, March 6 - Saturday, March 12</td>
<td>Spring Break. No classes</td>
</tr>
<tr>
<td>Tuesday, March 15</td>
<td>Maymester and Summer Sessions registration begins for College of Charleston students.</td>
</tr>
<tr>
<td>Friday, March 25</td>
<td>Last day for students to withdraw with a status indicator of &quot;W&quot; from full semester classes. NOTE: Registration holds prevent students from being able to withdraw from a course in Banner Self-Service. Students should resolve their registration holds prior to this date if they wish to withdraw from a course</td>
</tr>
<tr>
<td>Tuesday, March 29</td>
<td>Fall 2022 early registration begins based on earned hours. NOTE: Holds will prohibit students from being able to register. Students should settle holds with the office that</td>
</tr>
</tbody>
</table>
placed the hold before their opportunity to register.

### April 2022

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, April 5</td>
<td>Spring 2022 Full semester and Express II Course-Instructor Evaluations open.</td>
</tr>
<tr>
<td>Monday, April 25</td>
<td>Last day of full semester classes</td>
</tr>
</tbody>
</table>
| Tuesday, April 26 | Reading Day  
                        Full semester and Express II grading open to faculty.               |
| Wednesday, April 27 | First day of full semester and Express II final exams.                    |

### May 2022

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
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</thead>
</table>
| Monday, May 2 | Last day of full semester and Express II final exams.  
                        Spring 2022 Full semester and Express II Course-Instructor Evaluations close. |
| Wednesday, May 4 | Full semester and Express II final grades due by 5 p.m. (EST).  
                        Faculty must submit a Change of Grade form for each student after the deadline.  
                        Graduate missing and incomplete grades for Fall 2021 convert to a grade of "F". |
| Friday, May 6 | Spring 2022 Commencement Ceremony: Graduate, Undergraduate School of Humanities and Social Sciences Note: Subject to Change. |
| Saturday, May 7 | Spring 2022 Commencement (2 Ceremonies): (Morning: Undergraduate School of the Arts and School of Business) (Afternoon: Undergraduate School of Education, Health and Human Performance; Undergraduate School of Languages, Cultures and World Affairs; Undergraduate School of Sciences and Mathematics) Note: Subject to Change |
| Wednesday, May 11 | Degrees are scheduled to be posted on this date. Students should wait until after this date to order official transcripts if they want the degree to appear on the transcript. |

### July 2022

<table>
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<tr>
<th>Date(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Tuesday, July 5</td>
<td>Last day for students to submit incomplete undergraduate coursework to faculty for any Spring 2022 class (Spring 60 Day Deadline). Change of grade form to be submitted by faculty.</td>
</tr>
</tbody>
</table>
| Tuesday, July 12 | Undergraduate missing and incomplete grades for Spring 2022 sessions convert to a grade of "F".  
                        "SD – Storm Day Makeup (no classes unless the College deems necessary)  
                        Note: Consistent with all applicable laws, any weekend day or designated holiday may be used as a storm makeup day. Last Revised: 02/04/2021. |


**COURSE POLICIES**

**Attendance and absence**

I will NOT enforce a strict attendance policy as it may inadvertently send the message that attending class is more important than our shared responsibility for community wellness by staying home when we are sick. However, I will trust you to tell me directly any time if you miss the lab. In return, I will trust that the explanation you give me for the absence is honest and truthful. In the eventuality that your absence is prolonged, I will work with you to provide alternative learning and assessments with documented proof. (Please see the 5% Lab. student team proficiency grade above in the Testing and grading section.

**Lab Safety:**

A list of safety policy and procedures will be discussed in the beginning labs. The official SSM lab safety policy document is posted on OAKS and needs to be reviewed. If we are in a face of face lab. you will have to take a lab safety quiz, that you have you must PASSED to continue in the lab. .....

OK you will not be thrown out, but you still will have a quiz. Reason, if you are going to be a nurse, doctor, or a physician assistant, you need to know the rules, especially with the metric system – if you inject the wrong dose, you can kill a human being. ….” The third-leading cause of death in US most doctors don’t want you to know about. A recent Johns Hopkins study claims more than 250,000 people in the U.S. die every year from medical errors. Other reports claim the numbers to be as high as 440,000. Feb 22, 2018, [https://www.cnbc.com/2018/02/22/medical-errors-third-leading-cause-of-death-in-america.html](https://www.cnbc.com/2018/02/22/medical-errors-third-leading-cause-of-death-in-america.html)

OK, injections are not all medical errors, but "each year, in the United States alone, 7,000 to 9,000 people die due to a medication error with a wrong dose prescription/wrong dose preparation, [https://www.ncbi.nlm.nih.gov/books/NBK519065/](https://www.ncbi.nlm.nih.gov/books/NBK519065/), especially with small children or very old seniors.
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus, class materials, announcements, and grades for each assignment, which will be regularly posted. **It is your responsibility to check OAKS for updates frequently.**

**Recording of Classes (via ZOOM)**
Class sessions will be recorded via zoom for any ill students. 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. As the “online” zoom sections will normally have students asking a question in the session, the recording will record your voice. If students do not want to be ‘seen’ or ‘recorded’, they can mute or turn off their video during the synchronized meetings, and they can watch a recording of the synchronized meetings afterwards. This is legally up to you, but you have the option.

**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. 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.

**Honor Code and 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

“At the college level, a record of cheating or plagiarism not only can hijack your academic career, but it could hurt your chances at getting future internships and jobs.”
**What Are the Consequences of Cheating and Plagiarism at School? | Lawyers.com**

**Disability/Access Statements:** https://disabilityservices.cofc.edu/?referrer=webcluster&
Any student eligible for and needing accommodations because of a disability is requested to speak / email the professor during the first two weeks of labs or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

**Center for Student Learning:** https://csl.cofc.edu
The Center for Student Learning’s (CSL) academic support services aid in study strategies, speaking, hearing & 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. **If a student needs this help, please let me know ASAP to make sure you have all your rights.**
Embrace Neurodiversity. Embrace Neurodiversity - College of Charleston (cofc.edu)

What is neurodiversity? Basically, it’s the idea that people whose brains are wired differently from the “norm” should be embraced and celebrated! While none of us is “normal”, this effort has focused on people with autism spectrum disorders, learning disabilities, intellectual disabilities, health impairments, and psychological disabilities.

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

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” regarding 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.

<table>
<thead>
<tr>
<th>2021 – 2022 Religious Holidays¹</th>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6 – September 8, 2021</td>
<td>Rosh Hashanah¹</td>
<td>Jewish</td>
<td></td>
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<tr>
<td>September 15 – September 16, 2021</td>
<td>Yom Kippur²</td>
<td>Jewish</td>
<td></td>
</tr>
<tr>
<td>September 20 – September 27, 2021</td>
<td>Sukkot²</td>
<td>Jewish</td>
<td></td>
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<tr>
<td>September 27 – September 29, 2021</td>
<td>Shemini Atzeret²</td>
<td>Jewish</td>
<td></td>
</tr>
<tr>
<td>October 6 – October 14, 2021</td>
<td>Navaratri</td>
<td>Hindu</td>
<td></td>
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<tr>
<td>November 4, 2021</td>
<td>Diwali</td>
<td>Hindu</td>
<td></td>
</tr>
<tr>
<td>November 28 – December 6, 2021</td>
<td>Hanukkah</td>
<td>Jewish</td>
<td></td>
</tr>
<tr>
<td>January 7, 2022</td>
<td>Christmas¹</td>
<td>Orthodox Christian</td>
<td></td>
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<tr>
<td>January 14, 2022</td>
<td>Sankranti</td>
<td>Hindu</td>
<td></td>
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<tr>
<td>March 2, 2022</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
<td></td>
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<tr>
<td>March 7, 2022</td>
<td>Eastern Orthodox Beginning of Lent</td>
<td>Orthodox Christian</td>
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<tr>
<td>March 16 - March 17, 2022</td>
<td>Purim²</td>
<td>Jewish</td>
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<tr>
<td>March 21, 2022</td>
<td>Naw-Rūz</td>
<td>Bahá’í</td>
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<tr>
<td>April 2 – May 1, 2022</td>
<td>Ramadan</td>
<td>Muslim</td>
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<tr>
<td>April 15, 2022</td>
<td>Good Friday</td>
<td>Christian</td>
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<tr>
<td>April 15 – April 23, 2022</td>
<td>Passover²</td>
<td>Jewish</td>
<td></td>
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<tr>
<td>April 24, 2022</td>
<td>Good Friday (Orthodox)³</td>
<td>Orthodox Christian</td>
<td></td>
</tr>
<tr>
<td>April 20 – 29, 2022 and May 2, 2022</td>
<td>Ridván</td>
<td>Bahá’í</td>
<td></td>
</tr>
</tbody>
</table>

¹ The previously included Islamic holidays of Eid al-Adha and Eid al-Adha 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.

Mental & Physical Wellbeing:
At the college, we take every students’ 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.

SAFETY POLICY AND PROCEDURES

The School of Sciences and Mathematics of the College of Charleston understands that the safety of our students, staff and faculty is of paramount importance. Engendering a safety culture is an important part of our mission in teaching and doing science. Each department, course of instruction, or research lab may require higher standards or procedures. The policies and procedures set forth below are understood to be minimum requirements across our departments.

In this document, the term “laboratory” is meant for a workspace/facility where chemicals, biological agents, or equipment is used for research and/or instruction.

No one (student, staff, faculty, or visitor) will be allowed in a laboratory (teaching or research) to perform experiments or where experiments may be in progress unless these regulations are followed.

Students dismissed from a teaching lab due to violations of the safety procedures will not be allowed to re-enter the laboratory until authorized to do so by their supervisor (instructor) and, in the case of research laboratories, by the department chair or designee. Any course work missed because of a violation of these guidelines cannot be made up at another time (or by an extension of the lab period) and will be treated as an unexcused absence.

1. You are responsible for knowing the biological, chemical, electrical, ergonomic, mechanical, and physical hazards associated with the equipment and materials that are being utilized in the laboratory. Listen to all instructions and ask questions about that which you do not understand.
2. Know the location of safety equipment: telephones, emergency shower, eyewash, fire extinguisher, fire alarm pull.

3. Know the appropriate emergency response procedures. **If there is an injury or emergency, hcall 953-5611 or for serious emergencies and fires call 991 (Emergency Assist 991).**

4. Do not work alone in the laboratory if you are working with hazardous materials or equipment.

5. Use hazardous chemicals, equipment, and biological agents only as directed and for their intended purpose.

6. Do not engage in horseplay, pranks, or other acts of mischief while in lab.

7. Drinking, eating, and application of cosmetics is forbidden in laboratories where chemicals or biohazards are present. Smoking is forbidden in all College buildings.

8. Appropriate personal protective equipment shall be worn. The dress code for laboratory work when using chemicals, biological or physical hazards, or when instructed to do so by the laboratory supervisor is as follows:
   a) Wear safety glasses or goggles at all times.
   b) No exposed skin on arms, legs, or torso.
   c) Wear lab coats or other approved protective garments.
   d) Wear gloves or other personal protective equipment (PPE) as directed by the instructor or mandated by prudent practices based on the chemicals being handled. If in doubt, wear appropriate gloves. Latex is not permitted. Avoid cross-contamination.
   e) Remove PPE (gloves and lab coat) when exiting the laboratory.
   f) Wash your hands, even if gloves were used, before leaving a lab where you did any lab work.
   g) Closed toe shoes are required. The heel and top of foot must be covered. High heeled shoes, sandals, and perforated shoes are not permitted.
   h) Confine long hair and loose clothing.

9. Inspect equipment or apparatus for damage before adding chemical reagents or biological samples or energizing electrical equipment. Do not use damaged equipment.

10. Never remove chemicals, biological samples, or laboratory equipment from a lab without proper authorization.

11. Presume that all chemicals and biological samples used in the laboratory are hazardous for you and the environment, unless instructed otherwise.

12. Never leave an experiment unattended unless proper safety precautions are in place.

13. Read all labels on chemicals twice before using them in the lab. Read all instructions twice for the operation of any equipment or machinery.

14. Properly and safely dispose of all waste materials.

15. Treat sharps and broken glassware containers carefully.
   a) Broken glass should be disposed of in properly marked safety containers. All sharps (needles, razor blades, etc.) used for any purpose must be disposed of in specially labeled SHARPS containers.
   b) Do not place contaminated glass in the broken glassware container. Consult your supervisor.
   c) Waste chemicals and contaminated PPE should be discarded as directed.

16. When using a reagent, replace the lid immediately. Never return unused reagents to stock bottles.
Take only the amount needed for your experiment.

17. All chemicals and biological samples/media are to be disposed of in appropriately labeled containers. Specific instructions for each material will be provided. Pay attention to waste container labels before adding the material to be discarded.

18. Use good personal hygiene. Keep your hands and face clean. Wash hands thoroughly with soap and water after handling any chemical or biological agent.

19. Keep the work area clean and uncluttered with chemicals and equipment. Clean up the work area on completion of an operation or an experiment. Before leaving the laboratory, you are responsible for making sure your lab area is clean and organized.

20. Never store a chemical or biological specimen in an unlabeled container.

20. Always have your College of Charleston identification and insurance information with you when working in a laboratory. MedicAlert identification must be worn if you have any potential life-threatening chemical sensitivities or medical conditions.

21. Report any accident or injury, however minor, to your teaching assistant, instructor, or lab supervisor immediately. An accident report form must be completed and forwarded to the department chair, dean, and to the Director of Environmental Health and Safety.

If you have questions/concerns about safety in the lab, please first consult your instructor. If these are not answered, please see the department chair. Finally, you may consult the director of Environmental Health and Safety, Cliff Hamilton at 3-6802 or hamiltoncn@cofc.edu

Updated: May 18, 2021. There will be a quiz on this topic in the second lab.

CougarAlert

The College of Charleston has an agreement with the Blackboard Connect Inc. [formerly The NTI Group, Inc. (NTI)] to use its Connect-ED communication software to provide an emergency notification system that is capable of reaching students, faculty, staff and parents within minutes of a campus crisis. This system is called CougarAlert

Information for Students

The CougarAlert emergency notification system will contact up to six phone numbers for the student. Students may include family member numbers in their address and phone number information.

**All students should log onto MyCharleston to review their address and telephone information and update as needed.**

1. Log on to MyCharleston
2. Click on the Academic Services tab
3. Click on the Banner Self-Service link in the third column
4. Click on the Personal Information link
5. Click on the Update Address and Phones and Cougar Alert link

The CougarAlert system will pull the phone number in the following order – cell phone with text messaging option, cell phone without text messaging option, residence hall room phone number, mailing phone number, home phone number, parent phone number and parent 2 phone number.

If you do not have one of these numbers in your student record, the system will select the next number on the list. To avoid issues related to timely communication of emergency messages to the proper places, every student must update his or her contact information in MyCharleston with current accurate information.
CougarAlert Display Information

When you receive an emergency message from the College of Charleston’s CougarAlert System, the return e-mail address will be displayed as cougaralert@cofc.edu, and Caller ID will be displayed as 843.725.7246 (this is the College’s Emergency Information Hotline).

Testing and Implementation
Testing will be conducted each semester to verify all systems are operating properly. The campus community will be notified via e-mail and web page postings when testing of the system will be conducted.

Blackboard Connect Software
Blackboard Connect is an emergency communication software that sends notification before, during and after an emergency. With this new system, the College will be able to communicate in many modes, including voice messages to home, work and cell phones; text messages to cell phones, PDAs and other devices; written messages to e-mail accounts; and messages to teletypewriters and telecommunication devices (TTY/TDD) for the hearing impaired. In combination with our existing communications methods and emergency response plans, this new notification system will significantly enhance the College of Charleston’s ability to maintain a learning environment in which students are safe, secure and comfortable.

In an emergency, communications to the campus will be issued in the following priority order:
1. Message to the Blackboard Connect Emergency Notification System (phone and e-mail).
2. Recorded message to the College’s Emergency Information Hotline, 843.725.7246.
3. Update to the Website.
4. Printed update sheets to be distributed and posted on campus (if necessary).

The CougarAlert system will only be used to notify you in the event of a campus crisis or emergency.

PS. If you see errors etc. in the syllabus, please let me know, thanks.