

# Syllabus

---



This is a single, concatenated file, suitable for printing or saving as a PDF for offline viewing. Please note that some animations or images may not work.

## Course Description

---



This [module](#) is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

### MET CS684

#### IT Security Policies and Procedures

This course enables IT professionals to implement security policies to support organizational goals. We discuss methodologies for identifying, quantifying, mitigating, and controlling security risks. Students learn to write IT risk management plans, standards, and procedures that identify alternate sites for processing mission-critical applications, and techniques to recover infrastructure, systems, networks, data, and user access.

The course also discusses disaster recovery; handling information security; protection of property, personnel and facilities; protection of sensitive and classified information; privacy issues; and hostile activities.



#### Technical Note

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right corner of the learning modules.

## Course Learning Objectives

---

Upon successful completion of this course you will understand:

- The common Information Systems Security models
- Security characteristics, threats and responses
- Security measures from Technology, Policy and Practice, and Education, Training, and Awareness dimensions
- Risk management—identification, quantification, response, and control
- Disaster recovery procedures and countermeasures for the business enterprise

## Course Outline

---

- **Calendar Tool** - You can add due dates in the calendar tool. You may add your own events there as well. However, please be aware that you may not find all of the important dates for the course listed there. You will stay current by checking announcements, discussions, and emails in the course.
- **Readings** - Each module has both textbook readings and online lectures. Your professor may suggest additional readings during the running of the course.
- **Discussion** - There are threaded discussions for each module. These discussions are moderated by your facilitator. Postings for each discussion should be completed by the assigned due dates. There are also general discussions boards, which are not graded, for you to use to discuss any issues with your classmates. Please see the Discussion Module on the home page for more details.
- **Assignment** - There are assignments that are due throughout the course.

You may notice that the table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right-corner of the learning modules.

## Module 1: Introduction and Threats to the I.T. Environment

---

- Threats to enterprise security
- Overview of enterprise I.T. threat responses
- Common enterprise security issues
- Specialized enterprise security issues

## Module 2: Security Policies

---

- Policies vs. standards vs. procedures
- Policies in detail
- Security policy tiers

## Module 3: Security Standards and Procedures

---

- Security Standards
- Procedures for security
- Classifying assets

## Module 4: Operational Security Management

---

- Managing operational security
- Introduction to Business Continuity

## Module 5: Business Continuity and Disaster Recovery

---

- Continuity and Disaster Recovery
- Preparing for I.T. Continuity
- Managing Disaster Recovery

## Module 6: Managing Security Risk in System Development and Integration

---

- Security in system development and integration
- Using Quality to assess security risk in system development

## Module 7: Prepare for and take the final exam

---

Prepare for and take the proctored final exam.

The course will remain open two weeks after the final exam, so that you can continue discussions and ask any questions about your grades or the course. This is also a time when we enter into a dialog where we endeavor to learn from you how we can modify the course so that it better meets your needs.

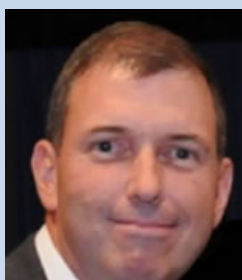
## Instructor

---

### Joseph Burgoyne

Computer Science Department  
Metropolitan College  
Boston University  
808 Commonwealth Ave  
Boston, MA 02215

**Office Hours:** By Appointment  
**Office Phone:** (978) 758-7665



Email: [josephb@bu.edu](mailto:josephb@bu.edu)



Joe Burgoyne is the Corporate Manager of Security for a global manufacturing company. His responsibilities include information and physical security throughout the NAFTA region. Joe holds the additional titles of Information Security Officer, Data Privacy Officer and HIPAA Security Officer and contributes to Export and Customs Compliance and C-TPAT. Joe provides strategic planning for overall corporate security, managing the development and implementation of policies, standards, guidelines and procedures to ensure a safe work environment. In his current role, Joe travels often in order to align global strategies.

Joe enjoys teaching as an adjunct professor, specializing in data security, assurance and auditing at the graduate level. He conducts presentations and speaks to information security professionals on current trends and security strategies. Joe is a member of the Board of Directors of InfraGard Boston and past president. Other professional memberships include; FBI Citizens Academy Alumni Association, American Society for Industrial Security, International Information Systems Security Certification Consortium, Inc., International Association of Privacy Professionals, Association of Contingency Planners, High Technology Crime Investigation Association and the Americas' SAP User's Group.

Through his current role with InfraGard Boston, Joe has been instrumental in organizing events with speakers from the private sector and State and Federal law enforcement to promote cyber security efforts in order to protect our nation's critical infrastructure.

## Original Course Author

---

### Dr. Eric Braude

Computer Science Department  
Metropolitan College  
Boston University  
808 Commonwealth Ave room 258  
Boston, MA 02215



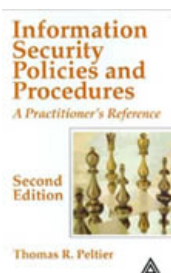
Eric Braude

Eric Braude has a Ph.D. from Columbia University in mathematics and a Master's in Computer Science from the University of Miami. He taught at Penn State and the City University of New York before a 12-year period working in government and industry as a software engineer and manager. He has been an Associate Professor of Computer Science at Boston University's Metropolitan College for approximately 15 years, and consults for local and international corporations. His research cover simulation, mathematics, teaching methods, and system reliability. He has edited or written six books, most recently "Software Engineering: Modern Approaches" (2010) with Michael Bernstein. His current research is exemplified by <http://www.bu.edu/csmet/braude/biography-and-publications/>

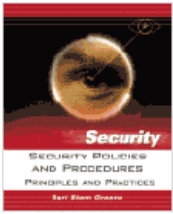
## Course Materials and Resources

---

### Required Course Books



Peltier, T. R. (2004). *Information security policies and procedures: A practitioner's reference* (2nd ed.). New York, NY/London: Auerbach Publications.



Greene, S. S. (2005). *Security Policies and Procedures: Principles and Practices*. Upper Saddle River, NJ: Prentice Hall.

ISBN-10: 0131866915

ISBN-13: 978-0131866911

These textbooks can be purchased from [Barnes and Noble at Boston University](#).

## Optional Course Book



Erbschloe, M. (2003). *Guide to Disaster Recovery*. Boston: Thomson Course Technology.

This textbooks can be purchased from [Barnes and Noble at Boston University](#).

## Boston University Library Link

As Boston University students you have full access to the BU Library—even if you do not live in Boston. From any computer, you can gain access to anything at the library that is electronically formatted. To connect to the library use the link <http://www.bu.edu/library>. You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos password.

Once in the library system, you can use the links under "Resources" and "Collections" to find databases, eJournals, and eBooks, as well as search the library by subject. Some other useful links include:



Go to <http://www.bu.edu/library/research/collections> to access eBooks and eJournals directly.

If you have questions about library resources, go to <http://www.bu.edu/library/help/ask-a-librarian> to email the library or use the live chat feature.

To locate course eReserves, go to <http://www.bu.edu/library/services/reserves>.

Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how to find articles through library systems and databases.

## Study Guide

The following material is collected here for your convenience but the required readings, discussion particulars, and assignment particulars can be found within the modules, in the "Discussion" section of the course, and in the "Assignment" sections respectively.

### Module 1 Study Guide and Deliverables

**Readings:** Peltier: pp. 187–188, 250–263, 287–296, and pages 367–370  
Greene: pp. 3–22

**Discussions:** Please complete the Introduction Discussion before you continue in the course.  
Discussion 1 postings end May 20 at 6:00 AM ET

**Assignments:** Assignment 1 due May 20 at 6:00 AM ET

### Module 2 Study Guide and Deliverables

**Readings:** Peltier: Primary: pp. 47–80; Secondary: pp. 199–241

**Discussions:** Discussion 2 postings end May 27 at 6:00 AM ET

**Assignments:** Assignment 2 due May 27 at 6:00 AM ET

### Module 3 Study Guide and Deliverables

**Readings:** Primary: Peltier pp. 243–245 and 256–262  
Peltier pp. 85–88 and 95–101  
Greene pp. 117–141  
Secondary: Peltier pp. 243-265 and 81–140

**Discussions:** Discussion 3 postings end June 3 at 6:00 AM ET

**Assignments:** Assignment 3 due June 3 at 6:00 AM ET

### Module 4 Study Guide and Deliverables

**Readings:** Primary: Peltier: pp. 341, 347–348, 350–358  
Secondary: Peltier: pp. 325–358;

**Discussions:** Discussion 4 postings end June 10 at 6:00 AM ET

**Assignments:** Assignment 4 due June 10 at 6:00 AM ET

### Module 5 Study Guide and Deliverables

**Readings:** Primary: Greene pp. 351–375, 513–515  
Secondary: Peltier p. 174

**Discussions:** Discussion 5 postings end June 17 at 6:00 AM ET

**Assignments:** Assignment 5 due June 17 at 6:00 AM ET

### Module 6 Study Guide and Deliverables

**Readings:** Peltier p. 34

**Discussions:** Discussion 6 postings end June 24 at 6:00 AM ET

**Assignments:** Assignment 6 due June 24 at 6:00 AM ET



### Final Exam Details

The Final Exam is a proctored exam available from **June 25 at 8:00 AM ET to June 28 at 11:59 PM ET**. The Computer Science department requires that all final exams be proctored.

The exam is a three-hour open-book/open-notes exam consisting of essay questions. It will only be accessible during the final exam period. You can access it from either the Assessments section of the course or from the Final Exam module on the home page. Your proctor will enter the password to start the exam.

**You will receive a technical support hotline number before the start of the exam. Please bring this number with you to the exam.**

## Course Grading Information

---

### Grading Policy

All students will be expected to demonstrate knowledge of IT Security Policies and Procedures. To obtain an exceptional grade you have to exceed expectations in your assignments, discussions and proctored final exam.

### Grading Structure and Distribution

---

The grade for the course is determined by the following:

**Overall Grading Percentages**

Assignments	50%
Discussions	20%
Proctored Final Examination	30%

The next table shows the minimum points for each letter grade, which is a slightly augmented form of the registrar's system. To get an "B+" for the course, for example, your course points should be at least 3.3. The only exception is that to obtain an A for the course, a score of 3.85 or more is required.

The following grade structure (the university's, with two refinements) will be applied for your assignments:

<b>A</b>	4.0
<b>A-</b>	3.7
<b>AB</b>	3.5
<b>B+</b>	3.3
<b>B</b>	3.0
<b>B-</b>	2.7
<b>BC</b>	2.5
<b>C+</b>	2.3
<b>C</b>	2.0
<b>Fail</b>	0

## Assignments

Your homework assignments are an integral part of the learning process. You will receive feedback from your facilitator for each assignment. Please review the assignment rubric.

Criteria	C or lower	BC	B	AB	A
<b>Thoroughness &amp; Coverage</b>	Hardly covers any of the major relevant issues	Covers some of the major relevant issues	Reasonable coverage of the major relevant areas	Thorough coverage of almost all of the major relevant issues	Exceptionally thorough coverage of all major relevant issues
<b>Depth, Understanding &amp; Insight</b>	Lack of understanding of, or lack of insight into material	Some understanding of material	Good overall understanding of material	Very good overall understanding of material, with some real depth	Excellent, deep understanding of material and its inter-relationships
<b>Relevance &amp; Significance</b>	Focus is off topic or on insubstantial or secondary issues	Some of the content is meaningful and on topic	Most of the content is reasonably meaningful and on-topic	All of the content is reasonably meaningful and on-topic	All of the content is exceptionally relevant and meaningful
<b>Persuasiveness &amp; Clarity</b>	Disorganized or hard-to-understand presentation	Some parts of the presentation are disorganized or hard to understand	Generally organized and clear	Very clear, organized and persuasive presentation of ideas	Exceptionally clear, organized and persuasive presentation of ideas
<b>Creativity &amp; Innovativeness</b>	Little significant or reasonably backed creative	Few creative and innovative ideas or points-of-view that	Good, and fairly creative ideas or points-of-view that	Very good creative, and innovative ideas or points-of-view that	Outstanding, creative, and innovative ideas or points-of-view that are

	or innovative points-of-view or ideas	are reasonable & are backed by some analysis	are perceptive & are backed by good analysis	are perceptive & are backed by strong analysis	perceptive & are backed by very strong analysis
<b>Utilization of Source Materials</b>	No useful references, or weak references with incorrect details or applicability	Some use of source material and/or some details or applicability is incorrect	Good references applied usefully	References indicate strong research used well	References indicate exceptional research used persuasively

## Discussions

---

Graded Discussions - you will participate in discussions that will be graded using the A = 4.0, B = 3.0, etc. scale described above. Each week's discussions are to concern only the online notes or the textbook readings. The post subject should be the relevant section: e.g., "5.9 Real-Life Security Procedures"

Graded discussion periods are held from Day 1 of each module until 6:00 AM ET on Day 1 of the following module. You are certainly welcome to continue a discussion past the grading period, but that additional posted material will not affect your discussion grade.

<b>Relevance</b>	This criterion is designed to keep you focused. It concerns the degree to which your postings are relevant to the week's material. Meaningful questions about material in the notes or the book may qualify also. (This should be an easy way for you to keep your discussion grade in reasonable territory.)
<b>Degree of substance</b>	This assesses the management or technical content of your posts, taken as a whole. This is most commonly achieved by putting the content of the notes or books in your own words or by giving examples that you have come across. Meaningful questions about material in the notes or the book may qualify also. Normally, interactive posts with no management or technical content will not count against you here (e.g., we encourage you to let a fellow student know that you found a post interesting or useful).
<b>Usefulness of your week's contributions for the rest of your group</b>	This evaluates how useful to your fellow students the totality of your comments and questions are in the context of each week's specified focus. "A" work will result from a significant set of comments and questions that are very useful to you and to the class. This criterion encourages you to be <i>participatory</i> (e.g., by responding to good questions or points posed by others). You should have an <i>even rate</i> of substantive postings throughout the week. (Contributions posted only at the end of the week are far less useful to your classmates.) If your posts are <i>long</i> , they are less likely to be read by others, and this <i>reduces their usefulness</i> . This is the only criterion affected by quantity. For example, if you make no posts, they can't be called useful.

## Proctored Final Exam

---

You will be responsible for scheduling your own appointment with an approved proctoring option. Detailed instructions about setting up an appointment will be forthcoming from the proctored exam coordinator.

## Expectations

---

Many learning activities require sharing your assignments and opinions with your classmates. It is, therefore, very important that you, as well as your classmates, submit your assignments on a timely basis. Due dates will be indicated for each assignment in the Assignments section of the course.

## Delays

---

If, for any reason, you are unable to meet any assignment deadline, contact your Course Facilitator. All times mentioned in the course (unless otherwise specified) are in Eastern Time. All assignments must be completed and must be turned in by their due dates and due times. Extensions may be granted, though only under mitigating circumstances.

## Academic Conduct Policy

---

For the full text of the academic conduct code, please go to <http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/>.

## A Definition of Plagiarism

---

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition, Revised Edition*. Copyright 1963, Holt, Rinehart and Winston.

## Academic Conduct Code

---

### I. Philosophy of Discipline

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

### II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

### III. Violations of this Code

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

- A. **Cheating on examination.** Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.
- C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.
- D. **Theft of an examination.** Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.



- E. **Unauthorized communication during examinations.** Any unauthorized communication may be considered prima facie evidence of cheating.
- F. **Knowingly allowing another student to represent your work as his or her own.** This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).
- G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents,** including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.
- H. **Theft or destruction of examinations or papers** after submission.
- I. **Submitting the same work in more than one course** without the consent of instructors.
- J. **Altering or destroying another student's work or records,** altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. **Violation of the rules governing teamwork.** Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.
- L. **Failure to sit in a specifically assigned seat during examinations.**
- M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**
- N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**
- O. **Attempting improperly to influence the award of any credit, grade, or honor.**
- P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**
- Q. **Failure to comply with the sanctions imposed under the authority of this code.**

## Important Message on Final Exams

---

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online, and the access will be available at the exam sites.

Specific information regarding final exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for place where you will take final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.  
Associate Dean for Academic Affairs  
Boston University Metropolitan College

## Who's Who: Roles and Responsibilities

---

You will meet many BU people in this course and program. Some of these BU people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

## People in your Online Course in Addition to your Fellow Students

---

**Your Facilitator.** Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading homework assignments, discussions, term projects, and any manually graded quiz or final exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster. If you need a question answered urgently, post your question to one of the urgent help topics, where everyone can see it and answer it.

**Your Professor.** The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

**Your Manager of Student Services, Jen Sullivan.** Jen is here to ensure you have a positive online experience. You will receive emails and announcements from Jen throughout the semester. Jen represents Boston University's university services and works for the Office of Distance Education. She prepares students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact her by external email at [jensul@bu.edu](mailto:jensul@bu.edu) or call toll free at 1-888-524-2200.

## People not in your Online Course

---

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

**Your Computer Science Department Online Program Coordinator, Alexa Muhs.** Alexa administers the academic aspects of the program, including admissions and registration. You can ask Alexa questions about the program, registration, course offerings, graduation, or any other program-related topic. Alexa can be reached at [amuhs@bu.edu](mailto:amuhs@bu.edu) or (617) 353-2565.

**Your Computer Science Department Program Administrator, Camille Kardoose.** Camille is responsible for administering most aspects of the Computer Science Department, and she can help you with most matters. You can reach Camille at [cgkardoo@bu.edu](mailto:cgkardoo@bu.edu) or (617) 353-2566.

**Professor Jae Young Lee, Program Advisor.** Dr. Lee reviews requests for transfer credits and waivers and advises students on which courses to take to meet their career goals. Dr. Lee can be reached at [jaeylee@bu.edu](mailto:jaeylee@bu.edu) or (617) 358-5165.

**Professor Robert Schudy, Director of the MSCIS Online Program.** Dr. Schudy is responsible for the MSCIS online program. Feel free to contact Dr. Schudy at [rschudy@bu.edu](mailto:rschudy@bu.edu) or (617) 358-0009.

**Professor Anatoly Temkin, Computer Science Department Chairman.** Dr. Temkin makes final decisions on petitions for transfer credits for courses taken at other institutions. You can reach Professor Temkin at [temkin@bu.edu](mailto:temkin@bu.edu) or at (617) 358-2566.

**Professor Lou T. Chitkushev, Associate Dean for Academic Affairs, Metropolitan College.** Dr. Chitkushev is responsible academic programs of Metropolitan College. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue escalation sequence after your course facilitator and course faculty is Professor Schudy, then Professor Temkin, and then Professor Chitkushev.

**Professor Tanya Zlateva, Metropolitan College Dean ad interim.** Dr. Zlateva is responsible for the quality of all the academic programs at Boston University Metropolitan College.

## Disability Services

---

Boston University makes every effort to accommodate the unique needs of its students. In keeping with university policy, students are expected to contact the Office of Disability Services (ODS) ([www.bu.edu/disability/](http://www.bu.edu/disability/)) each time they register for a course to request accommodations for that course. ODS then provides a letter to the Office of Distance Education which is in turn shared with the respective instructor and facilitator for the upcoming class.

Any student who feels he or she may need an accommodation for a documented disability should contact the Office for Disability Services at (617) 353-3658 or at [access@bu.edu](mailto:access@bu.edu) for review and approval of accommodation requests.

## Netiquette

---



The Office of Distance Education has produced a netiquette guide to help you understand the potential impact of your communication style.

Before posting to any discussion forum, sending email, or participating in any course or public area, please consider the following:

Before WRITING or READING a post, ask yourself:

- **How would I say this in a face-to-face classroom or if writing for a newspaper, public blog, or wiki?**
- **How would I feel if I were the reader?**
- **How might my comment impact others?**
- **Am I being respectful?**
- **Is this the appropriate area or forum to post what I have to say?**

When you are WRITING, please follow these rules:

- **Stay polite and positive in your communications.** You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- **Proofread your comments before you post them.** Remember that your comments are permanent.
- **Pay attention to your tone.** Without the benefit of facial expressions and body language your intended tone or the meaning of the message can be misconstrued.
- **Be thoughtful and remember that classmates' experience levels may vary.** You may want to include background information that is not obvious to all readers.
- **Stay on message.** When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.
- **When appropriate, cite sources.** When referencing the work or opinions of others, make sure to use correct citations.

When you are READING your peers' communication, consider:

- **Respect people's privacy.** Don't assume that information shared with you is public; your peers may not want personal information shared. Please check with them before sharing their information.
- **Be forgiving of other students' and instructors' mistakes.** There are many reasons for typos and misinterpretations. Be gracious and forgive others' mistakes or privately point them out politely.
- **If a comment upsets or offends you, re-read it and/or take some time before responding.**

**Important Note:** Don't hesitate to let your instructor or student services coordinator know if you feel others are inappropriately commenting in any forum.

All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

## Registration Information and Important Dates



Go to [http://www.bu.edu/online/online\\_course\\_schedule/important\\_dates/](http://www.bu.edu/online/online_course_schedule/important_dates/) to view the drop dates for your course.

Go to <http://www.bu.edu/studentlink> to withdraw or drop your course.

- If you are dropping down to zero credits for a semester please contact your college or academic department.
- **Non-participation in your online course does not constitute a withdrawal from the class.**

\*The Registration Fee is non-refundable

## Technical Support

Assistance with Online Campus-related technical problems is provided by the IT Help Center. To ensure the fastest possible response, please fill out the online form using the link below.

IT Help Center Support	
Web	<a href="http://www.bu.edu/help/tech/learn">http://www.bu.edu/help/tech/learn</a>
Phone	888-243-4596 or local 617-353-4357



### Important Information

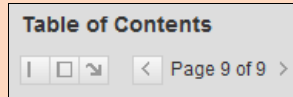
For best results when navigating this course, it is recommended that you use the Mozilla

Firefox browser.

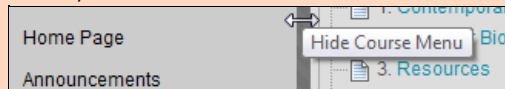
The Table of Contents may contain folders. These folders open and close (+ and - signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page buttons (and icons) in the top right-corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:



Clicking on the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:



Boston University technical support via email ([ithelp@bu.edu](mailto:ithelp@bu.edu)), the support form (<http://www.bu.edu/help/tech/learn>), and phone (888-243-4596) is available from 8 AM to Midnight Eastern Time. For other times, you may still submit a support request via email, phone or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical support form at <http://www.bu.edu/help/tech/learn> as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages
- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

## Web Resources/Browser Plug-Ins

To view certain media elements in this course you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's [System Requirements](#)
- Check your browser settings with Blackboard's [Connection Test](#)
- Download Most Recent Version of [Adobe Flash Player](#)
- Download Most Recent Version of [Adobe Acrobat Reader](#)

## How to Clear your Browser Cache

The IT Help Center recommends that you periodically clear your browser cache to ensure that you are viewing the most current content, particularly after course or system updates. This page will guide you through clearing your cache, with instructions tailored to specific operating systems and browsers: <http://www.bu.edu/tech/web/course-sites/blackboard-learn/how-to/clear-your-browser-cache/>.

This page is also found within the "How To..." section of the online documentation, which contains a list of some of the most common tasks in Blackboard Learn: <http://www.bu.edu/tech/web/course-sites/blackboard-learn/how-to/>.