Course Overview and Description
Welcome to Boston University’s Metropolitan College Course 614 (MET 614): **Incident Response and Disaster Recovery**.
In MET 610: Introduction to Business Continuity, Security, and Risk Management, students study the elements of risk management and operational continuity using the project management framework. Some of the key elements introduced in MET 610 are further developed in MET 613: System-Wide Risk Planning, Strategy, and Compliance, where the focus is placed on pre-event planning, strategy development and policy creation. MET 612: Public Emergency Management: Structure, Systems, and Goals, examines emergency management from the individual and family perspective up to the national and international level.

MET 614: **Incident Response and Disaster Recovery** takes concepts covered in the above-mentioned courses and applies them in more detail; primarily with the corporate-private sector environment. During this course, we will first review the organization and processes necessary to effectively respond to and manage incidents. We will then examine how companies transition from emergency response and incident management to business recovery. Finally, the course will focus on disaster recovery, with an emphasis on technology recovery, an absolutely essential but sometimes overlooked component of any successful corporate recovery program.

Learning Objectives
By successfully completing this course, learners will be able to:
- Classify the wide range of incidents that may impact their organization.
- Develop an incident management command, control and communication structure.
- Define the roles and responsibilities of the various incident response teams.
- Recognize the importance of integrating corporate response planning and recovery operations with the extended enterprise and public emergency management agencies.
- Identify and evaluate business recovery strategies.
- Understand and apply the fundamentals of incident management and business recovery plan development and implementation.
- Classify an outage versus a disaster, as well as understand how to approach each of them and know when one becomes the other.
- Understand how the people and the processes have to work effectively and efficiently together in order to build or execute comprehensive incident management and disaster recovery plans.
- Identify the association between the recovery objectives and the strategies necessary to protect the organization (people, facilities, data, and systems).
- Recognize the technological targets that are foundational to daily operations and the correlated targets essential for effective disaster recovery (servers, networks, and storage).
- Understand the various mechanisms that are available to enable disaster recovery: backup (tape versus disk, onsite versus offsite), restore, and recovery (tiers of recovery sites, in-house versus vendor).
- Recognize some of the emerging technologies that are on the market today or on the horizon that can aid in a timely, effective, and efficient recovery effort.

Course Outline
Calendar Tool — You can see many due dates in the calendar tool. You may add your own events there as well. However, please be aware that you may not find listed all of the important dates for the course. You should stay current by checking announcements, discussions, and emails in this course on a daily basis.

Readings — Each module has both textbook readings and online lectures. Your instructor will also suggest additional readings, as necessary.

Discussions — 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 homepage for more details.

Assignments — There are assignments that are due throughout the course.

Assessments — The midterm will consist of a simulation exercise and paper listed in the course calendar and accessed from the Assessments menu. The simulation paper requirement will be provided to the entire class with ample but equal time to formulate and deliver to the requirement.

MET 614 is comprised of the following 7 Modules:

**Module 1 — Introduction to the Incident Management Planning Process**
- Lecture 1 — Introduction to the Incident Management Process
- Lecture 2 — Objectives, Scope and Components of a Corporate Incident Management Program

**Module 2 — Responding to and Managing an Incident – The Execution of the Incident Management Plan**
Lecture 1 — Responding to an Incident
Lecture 2 — Managing an Incident
Lecture 3 — One Company's Approach for Managing an Outbreak of H1N1 in the Workplace

Module 3 — Implementing Business Recovery Strategies and Plans
Lecture 1 — Business Recovery Planning
Lecture 2 — Business Recovery Execution
Lecture 3 - Post Recovery Management and Return to Normal Operations

Module 4 — Introduction to Traditional Disaster Recovery
Lecture 1 — The Case for Business Continuity and Disaster Recovery
Lecture 2 — Disaster Recovery Fundamentals

Module 5 — Technologies for Disaster Recovery
Lecture 1 — Recovery Strategies 101 – Revisiting the Basics
Lecture 2 — Recovery Strategies 201 – Evaluating the Options
Lecture 3 — Recovery Strategies 301 – Building the Corporate D/R Model
Lecture 4 — Data Backup – The Heartbeat of Recovery

Module 6 — Reference Architecture for Disaster Recovery and Emerging Technologies
Lecture 1 — What is Reference Architecture?
Lecture 2 — Emerging Technologies

Module 7 - Other Important Technology Recovery Considerations
Lecture 1 — Voice, Web and Email Recovery
Lecture 2 - Information Security

Instructor
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Email: david.weidman@bcbsma.com (Work)
dweidman@bu.edu (BU)

Dave is the Director of Business Continuity at Blue Cross Blue Shield of Massachusetts (BCBSMA), a position he has held since 2001. Previously, he was a Principal Consultant at Rosner Technologies and Manager of Internal Auditing at Stone & Webster Engineering Corporation.

Dave is responsible for developing, implementing and maintaining the enterprise-wide business continuity program at BCBSMA. This program consists of three primary components: Incident Management, Technology Recovery and Business Resumption.

Dave has a BA in Economics from Colgate University and an MBA in Finance from Suffolk University. He also received a Graduate Certificate in Emergency Management and Organizational Continuity from Boston University and has been a Graduate Instructor at BU in Business Continuity since 2006.

Dave is a Certified Business Continuity Professional (CBCP), Certified Internal Auditor (CIA), and Certified Systems Professional (CSP). He has also served as the chairman of the Emergency Preparedness Committee for the Medical, Academic and Scientific Community Organization (MASCO) in Boston.

Resources

Required Textbooks

This is the same textbook used in MET 610 and MET 613.

Additional Readings
- "Disaster recovery essentials: E-Guide on DR planning and testing strategies" – http://searchdisasterrecovery.techtarget.com/generic/0,295582,sid190_gci1366494,00.html#
- "Avoid these architecture mistakes in your disaster recovery planning" – http://searchcio.techtarget.com/news/article/0,289142,sid182_gci1352616,00.html
Module 4

- "Disaster Recovery Planning and Tutorial."
- "Ten Tips for Successful Disaster Recovery Planning."
- "Disaster Recovery Planning How Far is Far Enough?"

Module 5

- "Server, Network, and Storage Virtualization."
- "What is a Virtual Tape Library?"
- "Tape Backup Explained: Tape backup continues its practical role in long-term storage."
- "2010 The Year in Downtime"

Module 6

- "Leveraging cloud computing for disaster recovery purposes."
- "Cloud backup neglects recovery and security necessary for true cloud disaster recovery."
- "Virtualization and disaster recovery: Best practices for disaster recovery planners."
- "Desktop, server virtualization help CIO fix disaster recovery plans."
- "Local area network disaster recovery tutorial: Redundant power systems and planning key for LAN DR."
- "WAN optimization continues to evolve; integration with data deduplication products on the horizon."

Important Websites

The following is a robust but not complete list of websites that you might find valuable (and in some cases necessary) as you progress through this course. While excellent sources of information, they are not to be considered definitive or absolute dogmatic resources for this discipline. Please feel free to use, quote and challenge as you see fit.

<table>
<thead>
<tr>
<th>URL</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.drii.org">https://www.drii.org</a></td>
<td>The site of the largest U.S.-based credentialing organization in the area of business continuity</td>
</tr>
<tr>
<td><a href="http://www.thebci.org">http://www.thebci.org</a></td>
<td>Based in the UK, another very reputable credentialing organization with a more global presence</td>
</tr>
<tr>
<td><a href="http://www.asisonline.org">http://www.asisonline.org</a></td>
<td>One of the largest professional organizations focused on both physical and cyber security and protection</td>
</tr>
<tr>
<td><a href="http://www.nfpa.org">http://www.nfpa.org</a></td>
<td>The National Fire Protection Association, a source of information on many North American Regulations</td>
</tr>
<tr>
<td><a href="http://www.standardsuk.com">http://www.standardsuk.com</a></td>
<td>The British Standards Institute, a source for many excellent security and risk management practices</td>
</tr>
<tr>
<td><a href="http://www.continuitycompliance.org">http://www.continuitycompliance.org</a></td>
<td>One of several &quot;authority&quot; sites that provide information of breaking news in the areas of compliance and business continuity</td>
</tr>
<tr>
<td><a href="http://www.continuityinsights.com">http://www.continuityinsights.com</a></td>
<td>Publishers of a well-respected monthly magazine/e-zine on business continuity, security and compliance</td>
</tr>
<tr>
<td><a href="http://www.dri.com">http://www.dri.com</a></td>
<td>Another publisher of information on the fields of risk management, recovery and continuity</td>
</tr>
<tr>
<td><a href="http://www.continuitycentral.com">http://www.continuitycentral.com</a></td>
<td>Another useful &quot;authority site&quot;</td>
</tr>
<tr>
<td><a href="http://www.who.int/en">http://www.who.int/en</a></td>
<td>The World Health Organization website, a trusted source for information on health-related risks, such as Swine Flu</td>
</tr>
<tr>
<td><a href="http://www.cdc.gov">http://www.cdc.gov</a></td>
<td>This is the U.S.-based organization that focuses on disease control and prevention</td>
</tr>
<tr>
<td><a href="http://www.fema.gov">http://www.fema.gov</a></td>
<td>The U.S. government source for information, policy statements and general information on security, compliance and continuity matters</td>
</tr>
<tr>
<td><a href="http://searchdisasterrecovery.techtarget.com">http://searchdisasterrecovery.techtarget.com</a></td>
<td>This site maintains a finger on the pulse of the emerging technologies and processes associated directly with technology recovery; it requires a free membership to obtain the full complement of information available</td>
</tr>
</tbody>
</table>
Boston University Library Link

As part of the Boston University community, 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 or better said, available online. Previously known as the ezproxy library portal, the new access for all BU community members lets you connect to the BU Library's electronic resources seamlessly. Use the link http://www.bu.edu/library/index.shtml. 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.

Using the links on the right side of the page, you can find articles, eJournals, and eBooks, and you can easily search the library's content by subject. In addition, through the "Reference Shelf" you will have access to dictionaries, encyclopedias, handbooks, and more. If you are having difficulties gaining access, please consult the instructions below.

Connect to eResources

Boston University's Office of Information Technology and the Library offer an option for remote access to Boston University's online library resources.

If you are having difficulties gaining access through the library link you may want to go to www.bu.edu/library/research/connecting.html. From this page you can access material directly using the links near the top of the page, where you will see the note, "eResources include databases, ejournals, and ebooks." Additional information about the ezportal system is also available in the links lower on the page, under the heading "authentication as a BU community member."

For questions regarding connecting to the library, you may want to try the library's Frequently Asked Questions page at www.bu.edu/proxy/faqs.html.

Accommodation of Special Needs

In accordance with University policy, we make every effort to accommodate unique and special needs of students with respect to speech, hearing, vision, seating, or other disabilities. Please notify Disability Support Services as soon as possible of requested accommodations. Please also bring any issues that may interfere with your ability to complete assignments to the attention of your Facilitator and/or Instructor immediately.

Study Guide

Module 1 Study Guide and Deliverables

Readings:
- A Crisis Management Perspective of Business Continuity – Robert Heath
- Appendix Pg 674-691 - "Coping With People In Recovery" - Allen Johnson;
- Appendix Pg 597-610 - "The Toyota Recalls 2009-2010" – Andrew Hiles and Peter Barnes;
- Appendix Pg 619-629 - "The 2010 BP Oil Spill - Gulf Of Mexico" – Andrew Hiles.

Discussions: Discussion 1 postings due throughout the week

Assignments: Paper 1 - Workplace Violence Guidelines due March 17 at 11:59 PM ET

Module 2 Study Guide and Deliverables

Readings:
- The Definitive Handbook of Business Continuity Management – Hiles; Chapter 16 – "Awareness and Training" – Hiles; and:
- Appendix Pg 674-691 - "Coping With People In Recovery" - Allen Johnson;
- Appendix Pg 597-610 - "The Toyota Recalls 2009-2010" – Andrew Hiles and Peter Barnes;
- Appendix Pg 619-629 - "The 2010 BP Oil Spill - Gulf Of Mexico" – Andrew Hiles.

Discussions: Discussion 2 postings due throughout the week
Assignments: Paper 2 - Emergency Communications Program due March 24 at 11:59 PM ET

Module 3 Study Guide and Deliverables

Readings:

- The Definitive Handbook of Business Continuity Management – Hiles; Chapter 13.4 – "Developing Business Continuity Strategies for the Business or Work Areas" – Courtney; Chapter 15–"Developing and Implementing the Written Plan" – Hiles; Chapter 17.1 – "BC Plan Testing" – Armit; Chapter 17.2 - "Testing vs. Exercising: What's The Difference" - Rothstein

Discussions: Discussion 3 postings due throughout the week
Assessments: Simulation Exercise – Midterm Paper due March 31 at 11:59 PM ET

Module 4 Study Guide and Deliverables

Readings:

- The Definitive Handbook of Business Continuity Management – Hiles; Chapter 13.2 – "Business Continuity for Telecommunications" – Kirvan; Chapter 13.1 – "Strategies for IT and Communications" – Smith and Shields
  - "Disaster Recovery Planning and Tutorial."
  - "Ten Tips for Successful Disaster Recovery Planning."
  - "Disaster Recovery Planning How Far is Far Enough?"

Discussions: Discussion 4 postings due throughout the week

Module 5 Study Guide and Deliverables

Readings:

- The Definitive Handbook of Business Continuity Management – Hiles; Chapter 13.3 – "Planning to Recover Your Data" – Carroll
  - "Server, Network, and Storage Virtualization."
  - "What is a Virtual Tape Library?"
  - "Tape Backup Explained: Tape backup continues its practical role in long-term storage."
  - "2010 The Year in Downtime"

Discussions: Discussion 5 postings due throughout the week

Assignments: Paper 3 – CVS Caremark Case Study due April 14 at 11:59 PM ET

Module 6 Study Guide and Deliverables

Readings:

- "Leveraging cloud computing for disaster recovery purposes."
- "Cloud backup neglects recovery and security necessary for true cloud disaster recovery."
- "Virtualization and disaster recovery: Best practices for disaster recovery planners."
- "Desktop, server virtualization help CIO fix disaster recovery plans."
- "Local area network disaster recovery tutorial: Redundant power systems and planning key for LAN DR."
- "WAN optimization continues to evolve: integration with data deduplication products on the horizon."

Discussions: Discussion 6 postings due throughout the week

Assignments: Paper 4 – Cloud Computing due April 21 at 11:59 PM ET

Module 7 Study Guide and Deliverables

Readings: Read the online lectures

Assignments: Final Project – Paper due April 28 at 11:59 PM ET

Course Grading Information

Grading Structure and Distribution
Your final grade will be based upon the following:

### Overall Grading Percentages

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>25</td>
</tr>
<tr>
<td>Simulation Exercise Midterm Paper</td>
<td>25</td>
</tr>
<tr>
<td>Paper Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td>25</td>
</tr>
</tbody>
</table>

### Grading Process

Grading for this course will be based upon the Boston University, Metropolitan College, recommendations concerning grading standards. As such, a maximum of 25 to 35 percent of the class would be in the A and A- range. The remaining grades would be expected to fall in the B+, B, and B- range. As grades are earned and not awarded, the College does give grades in the C range for work that is below average/standards. In graduate work, a B+ is generally considered to reflect the average grade and A and A- grades reflect true distinction beyond the class norm.

### Discussion Participation

Participating in the weekly discussions is an essential component of this course and represents 25% of your grade. One of the best ways to approach these discussions is to visualize that you are spending 3 hours per week for 13 weeks in a live classroom setting. (Note that this course is condensed into 7 weeks, requiring the same degree of participation over a shorter timeframe.) There is no set formula for the number of times to participate in each week’s discussions. There should be an initial post to each discussion question as well as “active” engagement with your fellow group members throughout the week. “Active” engagement means several postings throughout the week. What we are looking for is original thought leveraged by your personal and professional experiences and research. When referencing outside material, please document your sources in an appropriate manner. The grading of discussions will be based on the cumulative "body of work" and will not be done on a weekly or periodic basis.

### Simulation Exercise and Midterm Paper

A simulation exercise will take place at the end of the third week of the course. This exercise will cover all activity through the third week of the course, including information from online and external readings and discussions. Students will be required to prepare a 1500–2000-word paper based on a series of questions on the simulation exercise.

### Final Project

For the Final Project, students will be required to prepare a 2000-word paper based on a series of questions on a case study relating to the principles of the course.

### Paper Assignments

Students will be required to submit weekly papers. Each of the four papers will be between 800 and 1000 words in length and should be supported by at least three references. The word limit is exclusive of citations, restatement of the assignment, and cover sheet. With respect to these papers:

- Organizations or events covered in the course material should not be selected as paper topics.
- The paper should be a Word document submitted as an attachment through the BU system.
- Word limit guidelines and reference requirements will be enforced.
- In answering any questions, it is important to demonstrate your knowledge of the concepts without a direct replay of the course text (or any other outside reading for that matter). Be analytical and creative, with supporting facts, without writing a "book report."

### Timely Presentation of Materials Due

Please note that all work requests have due dates. These are the LAST DATES that stated material is due. Materials presented after due dates may be refused or downgraded. Please consider this a fact and not a subject for discussion unless there are mitigating circumstances (which should surface well before the due date). The paper date is often viewed by students as the date to turn in the paper. It is the LAST DATE on which to turn in the paper. This means that the paper will be accepted anytime up to that date but not after.
Requests for Make-ups or Late Assignments

Unfortunate situations can arise that could make it necessary to miss an assignment after the due date. Any request to make up an assignment must relate to a significant event that made fulfilling the requirement impossible and, if known in advance, should be communicated as such. Any requests will be reviewed on an individual basis and verification of the incident will be expected. The intent is not to penalize any individual student but to attempt to assure that there is a level playing field and that the entire class feels confident that no one has a unique or unfair advantage. Again, please take into consideration that this course is a total of seven weeks in duration, roughly half the duration of a classroom course, which may present some scheduling challenges, so please plan accordingly.

Academic Conduct Policy

For the full text of the academic conduct code, please go to
http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

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.”


Academic Conduct Code

I. Philosophy of Discipline
   The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This 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 the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation 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’ chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another’s work as your own.

III. Violations of this Code
   Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records or to collaborate with another student or students is an act of academic misconduct. Violations include but are not limited to:
A. Cheating on examinations. 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. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see above for a more detailed definition of plagiarism).

C. Misrepresentation or falsification of data presented for surveys, experiments, etc.

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 conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.

F. Knowingly allowing another student to represent your work as his or her own.

G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to, transcripts, letters of recommendation, degree certificates, and alteration of examinations or other work after submission.

H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.

I. Submitting the same work in more than one course without the consent of the instructors involved.

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. Failure to comply with the sanctions imposed under the authority of this code.

Please note that any suspicion of plagiarism or any other code violation will be turned over to the administration for review, at which time any determination or decision is out of the instructor's hands.

**Important Dates**

Go to [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 [www.bu.edu/studentlink](http://www.bu.edu/studentlink) to withdraw or to drop your course.

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

*Registration fee non-refundable

**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.

Technical Support

Assistance with Vista-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**

Form: [www.bu.edu/help/vista](http://www.bu.edu/help/vista)
Phone: (888) 243-4596

Boston University technical support via email and phone is available Monday through Friday from 9 AM to 5 PM Eastern Time. Limited help is available after hours and is provided by an answering service. Examples of issues you might want to request support for include:

- Problems viewing or listening to sound or video files
- Problems accessing Vista's internal email
- Problems viewing or posting comments.
- Problems attaching or uploading files.

For solutions to many common issues encountered such as uploading files, problems with audio and video, and Java, please consult the following link prior to contacting Tech Support: [http://www.bu.edu/tech/web/course-sites/blackboard-vista/how-to](http://www.bu.edu/tech/web/course-sites/blackboard-vista/how-to).

For assistance with Wimba Live Classroom, it is best to contact Wimba's Live Classroom Technical Support team directly:

**Live Classroom Technical Support**
Web Resources

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 Technology Requirements.
- Check your browser settings for use at Browser Check.
- Download Most Recent Version of Adobe Flash Player.
- Download Most Recent Version of Adobe Acrobat Reader.