MET CS 570 Biomedical Sciences and Health IT
2026 Spring Course Syllabus

Instructor

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Course Duration

Start: January 20, 2026
End: April 28th

Course credits

4 credits

Course Description

This course is designed for IT professionals, and those training to be IT professionals, who are preparing for careers in healthcare-related IT (Health Informatics). This course provides a high-level introduction into basic concepts and terminologies of biomedicine and provide insights into the structure and organization of the American healthcare system and how it is intertwined with IT. The course introduces medical terminology, human anatomy and physiology, disease processes, diagnostic modalities, and treatments used to manage some common diseases. IT case studies demonstrate the key roles of health informatics and how IT tools and resources help medical professionals integrate multiple sources of information to make diagnostic and therapeutic decisions.

In each session the students will first be introduced to biological function, pathology, laboratory medicine, diagnostic imaging and therapeutic interventions covering specific medical specialties. On this basis the students will gain an understanding as to the types of information being gathered and what is important to the clinical professionals. The second part of each module will consist of a case study demonstrating the overlap of biology, medicine, and health informatics. Throughout the modules, the students will also be introduced to various aspects of American healthcare system and healthcare IT.

Prerequisites: None

Course Learning Objectives

By successfully completing this course you will:

- Identify the anatomy, physiology, and pathophysiology of human body systems

- Identify common diagnostic methods, treatments, and medical procedures
- Explain medical decision making in the diagnosis and treatment of human organ system disease
- Describe the IT needs of healthcare providers as they diagnose and treat common diseases
- Describe IT systems needed to support modern diagnostic imaging
- Transfer information from various sources to the centralized electronic health record
- Explain the basic delivery, financial, and legal aspects of the American healthcare system

Course Structure

Weekly Lessons

This course is presented as a series of weekly modules. The course material is grouped in six modules. The seventh module represents the week of the Final Examination. Each of the Modules 1–6 will have two lectures, one case study, and a discussion topic.

Calendar Tool—You can add your own events there. 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 on announcements, discussions, and emails in the course.

Readings—In this course there are both textbook readings and online lessons. Your professor may suggest additional readings during the running of the course.

Discussion—There may be threaded discussions throughout the course. These discussions are moderated by your instructor. 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.

Assignments—There are assignments that are due throughout the courses. Please check the Study Guide for due dates.

Assessments/Quizzes—If there are quizzes they too will be listed in the course Study Guide. Be sure to check it to ensure that you complete them before the due date. Quizzes may be a combination of True/False and multiple choice questions.

Live Classrooms—Please see the Study Guide for the dates and times of live classroom sessions.

Module 1 - Introduction to Biomedicine and the U.S. Healthcare System

- Lecture One: Introduction to Biomedical Science
- Lecture Two: Introduction to Laboratory Medicine

Learning Objectives:

- The human body is made of systems and systems are made of organs that are interdependent. This interdependency is very finely balanced and requires constant data sampling of its environment and numerous feedback mechanisms.
- How things go wrong— genotype and phenotype polymorphism, stem cells and differentiation, developmental problems, the effects of aging, infectious disease, and cancer.
- The basis of measuring what is wrong when things go wrong—laboratory medicine, data generation and imaging enabling arrival at a diagnosis.
- The basics of health informatics
- The basics of healthcare system and the structure of the U.S. healthcare system
- The problems of and future challenges to the U.S. healthcare system

Module 2 - How we are structured: The Muscular, Skeletal, Skin, and Digestive Systems

- Lecture Three: Muscular, Skeletal, and Integumentary Systems
- Lecture Four: The Digestive System

Learning Objectives:

- General understanding of the structural organization of the human body and the functionality of the digestive system.
- Exploration of diagnostic methods and imaging procedures to identify disorders.
- The role of IT in data and image analysis, transfer and presentation.
- The Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Module 3 - Energy, Energy Distribution and Product Disposal: the Cardiovascular and Respiratory Systems

- Lecture Five: The Cardiovascular System
- Lecture Six: The Pulmonary System

Learning Objectives:

- Basic understanding of the structure, function and interdependency of the heart and the lung functions.

- Basic comprehension of the multiple cardiovascular and respiratory regulatory checkpoints and how aberrations in a single functionality can cascade to generate a complex pathology.
- Appreciation of imaging techniques and therapeutic options available for diagnosing and treatment of cardiovascular and respiratory problems.
- The role and limitation of paper records
- Some considerations when implementing an IT system to replace paper forms
- Basics of Health Information Systems

Module 4 - The Nervous System and Immunity

- Lecture Seven: The Nervous System
- Lecture Eight: The Immune System

Learning Objectives:

- Recognition and understanding of the basic structure and functionality of the nervous system.
- An understanding of the pathophysiology of the nervous system together with common diagnostic methods and treatments
- An understanding of the development of the various cells of the blood, their relation to immunity, and to the established lymphoid structures including the lymphatics, lymph nodes, spleen, tonsils and thymus. The integration of the immune system with the barriers to the outside world: the skin, gut and respiratory epithelial lining.
- An understanding of the immune response to infection
- An understanding of the pathophysiology of the immune system together with common diagnostic methods and treatments
- Basic understanding of patient-facing software applications, such as personal health record

Module 5 - Renal, Urinary and Reproductive Systems, and Cancer

- Lecture Nine: The Renal and Urinary Systems
- Lecture Ten: Cancer

Learning Objectives:

- The structure, function and basic physiology of the renal and urinary systems
- Have a basic appreciation of the means to measure and image functions and pathologies of these systems
- An understanding of therapies available and possible medical interventions
- Understand the basics of how tumors arise: disposition and multi-step insults to the cell
- Identify common diagnostic methods, treatments, and procedures associated with these disorders
- Imaging techniques to aid differentiation of normal tissue from neoplastic tissue

- Various possible human errors in healthcare delivery process

Module 6 - The Endocrine System

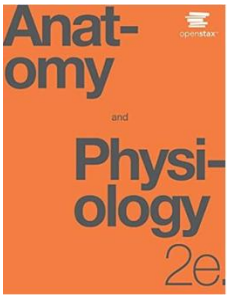
- Lecture Eleven: The Endocrine System in control of reproduction and development
- Lecture Twelve: The Endocrine System in control of normal physiology

Learning Objectives:

- Recognition of the fundamental importance of endocrine messaging to every stage of human development, subsequent homeostasis and reproduction.
- An appreciation of cascading errors of varying severity depending upon the level at which an endocrine pathway is disturbed.
- Diagnostic assays to assess endocrine malfunctions; integration of physical changes and biochemical parameters to conclude a differential diagnosis
- Therapeutic options and measures of success

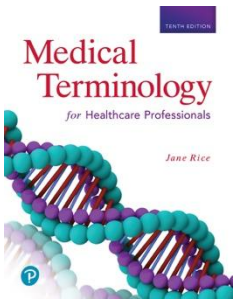
Course Materials

Recommended Books



Biga, L. M., Bronson, S., Dawson, S., Harwell, A., Hopkins, R., Kaufmann, J., LeMaster, M., Matern, P., Morrison-Graham, K., Oja, K., Quick, D., & Runyeon, J. (2019). Anatomy & Physiology (2nd ed). OpenStax. This book is available for free from Oregon State University.

Note: Please note, if your course has an open book exam and you have acquired an electronic version of your textbook, you will be allowed to use it. **It must be accessed from the computer on which you are taking your exam.**

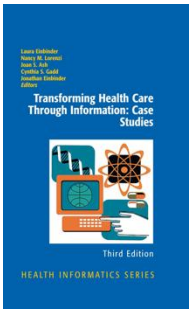


Jane Rice (2021). ***Medical Terminology for Health Care Professionals (10th ed****.). Pearson. ISBN 9780135745144 (please note, ISBNs for print and digital versions may differ).*

This textbook is available for purchase in digital format only (ISBN: 9780135745151) through Barnes and Noble at Boston University. An e-book is also available through Vitalsource.com and Amazon. Access to Pearson MyLab, which comes with some versions of this text, is not required.

Trotter, F. and Uhlman, D. (2011). ***Hacking healthcare: A guide to standards, workflows, and meaningful use.*** *O'Reilly Media. ISBN 9781449305024.*

This textbook can be purchased in print or digital format through Barnes and Noble at Boston University.



Einbinder L, Lorenzi NM, Ash J, Gadd CS, Einbinder J. (2010). **Transforming Health Care Through Information: Case Studies**. 3rd edition, Springer. (Available electronically through BU library)

This textbook is available in digital format through the BU Library.

Other Materials

- Understanding Medical Words: A Tutorial from the National Library of Medicine
- Bernstam EV, Smith JW, Johnson TR. What is biomedical informatics? Journal of Biomedical Informatics 43 (2010) 104–110. (Available through PubMed).
- Davis K, Schoen C, Stremikis K. Mirror, Mirror on the Wall How the Performance of the U.S. Health Care System Compares Internationally, 2010 Update. Commonwealth Fund.
- Haux R. Health information systems—past, present, future. International Journal of Medical Informatics (2006) 75, 268-281. (Available through BU library).
- Reichertz P, Health information systems—past, present, future. International Journal of Medical Informatics (2006) 75, 282–299. (Available through BU library).
- Wager, K.A., Lee, F.W., and Glaser, J.P. (2017). Health Care Information Systems: A practical approach for health care management, 4th edition. Jossey-Bass. (This is the required textbook for CS781 Advanced Health Informatics)

Study Guide and Timeline of Deliverables

Module 1 Study Guide and Deliverables
(January 20 – February 10th)

Lecture Topics:

- Lecture 01: Introduction to Biomedical Science
- Lecture 02: Introduction to Laboratory Medicine

Readings:

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 1 - An introduction to human body

Hacking Healthcare (Trotter and Uhlman, 2011)

- Chapter 2 - An anatomy of medical practice

Additional Resources (available through Blackboard course site):

- The Structure and Funding of the U.S. Health Care System
- OECD Health Statistics 2014 - How Does the United States Compare
- U.S. Health Care from a Global Perspective, 2022: Accelerating Spending, Worsening Outcomes
- How does health spending in the U.S. compare to other countries?

Additional Web Links:

- United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Healthcare Occupations
- CRS Report for Congress, Government spending on Health Care, Benefits and Programs: A Data Brief; Jennifer Jenson; June 16, 2008
- 2014 update, mirror, mirror on the wall: how the performance of the U.S. Health Care System compares internationally. The Commonwealth Fund

Discussions:

Discussion 1

- Initial posts due **Saturday, January 24th at 11:59 PM ET**
- Comments on other students' posts due by **Feb 2nd, at 6:00 PM ET**

Assignments:

Assignment 1 due **Tuesday, Feb 2nd, at 6:00 PM ET**

Assessments:

Graded Quiz 1 due **Tuesday, Feb 10th, at 6:00 PM ET**

Live Classrooms:

- **Tuesday, January 20th, from 6:00 PM to 8:30 PM ET**
- **Tuesday, January 27th, from 6:00 PM to 8:30 PM ET**
- Live office: TBD

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Module 2 Study Guide and Deliverables
(Feb 3rd – March 10th)

Lecture Topics:

- Lecture 03: Muscular, Skeletal, and Integumentary Systems
- Lecture 04: The Digestive System

Readings:

Case Studies (available through Blackboard course site):

- CS570 M1 CS01 Drolet pdf
- Scoliosis NY CaseStudy pdf
- Scoliosis MGH Boston MA pdf
- Scoliosis qa pdf
- Weiss Scoliosis 2008 pdf
- SOSORT 2018 Award winner.pdf
- Five Year Case Study of an Infant with Scoliosis
- Early onset scoliosis and current treatment methods pdf

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 1 - Introduction
- Chapter 12 - HIPAA: the far-reaching healthcare regulation *Hacking Healthcare (Trotter and Uhlman, 2011)*

Additional Resources:

- Health Information Privacy: HIPAA Facts for Professionals
- Health Information Privacy: Covered Entities

Discussions:

Discussion 2

- Initial posts due **Saturday, Feb 14th, at 11:59 PM ET**
- Comments on other students' posts due by**, Feb 28th, at 6:00 PM ET**

Assignments:

Assignment 2 due **March 2nd, at 6:00 PM ET**

Assessments:

Graded Quiz 2 due**, March 10th at 6:00 PM ET**

Live Classrooms:

- **Tuesday, Feb 3rd, from 7:00 PM to 8:30 PM ET**
- **Tuesday, Feb 10th, from 7:00 PM to 8:30 PM ET**
- Live office: TBD

Module 3 Study Guide and Deliverables (Feb 24th – March 24th)

Lecture Topics:

- Lecture 05: The Cardiovascular System
- Lecture 06: The Pulmonary System

Readings:

Case Studies (available through Blackboard course site):

- CS570 M3 CS01 McCormack pdf
- Science Daily 2011 pdf
- Carr Chest 2012 pdf

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 18, 19, and 20: The Cardiovascular System
- Chapter 22: The Respiratory System

Hacking Healthcare (Trotter and Uhlman, 2011)

- Chapter 4 – The bandwidth of paper

Additional Resources (available through Blackboard course site):

- Preventable adverse drug events and their causes and contributing factors: the analysis of register data. Jylhä V, Saranto K, Bates DW.. Int J Qual Health Care. 2011 Apr;23(2):187-97. (**Jylha IJQHC pdf**).
- Voluntary electronic reporting of laboratory errors: an analysis of 37,532 laboratory event reports from 30 health care organizations. Snydman LK, Harubin B, Kumar S, Chen

J, Lopez RE, Salem DN. Am J Med Qual. 2012 Mar-Apr;27(2):147-53. (**Snydman AJMQ pdf**) (BU library material)

- Role of computerized physician order entry systems in facilitating medication errors. Koppel R, Metlay JP, Cohen A, Abaluck B, Localio AR, Kimmel SE, Strom BL. JAMA. 2005 Mar 9;293(10):1197-203. (**Koppel JAMA 2005 pdf**)
- National study on the frequency, types, causes, and consequences of voluntarily reported emergency department medication errors. Pham JC, Story JL, Hicks RW, Shore AD, Morlock LL, Cheung DS, Kelen GD, Pronovost PJ. J Emerg Med. 2011 May;40(5):485-92. (**Pham JEmMed 2011 pdf**) (BU library material)

Discussions:

Discussion 3

- Initial posts due **Saturday, Feb 21st, at 11:59 PM ET**
- Comments on other students' posts due by **Tuesday, March 3rd, at 6:00 PM ET**

Assignments:

Assignment 3 due **Tuesday, March 16th, at 6:00 PM ET**

Assessments:

Graded Quiz 3 due **Tuesday, March 24th, at 6:00 PM ET**

Live Classrooms: No lectures on Feb 17. Monday substitute of classes.

- **Tuesday, Feb 24th, from 7:00 PM to 8:30 PM ET**
- **Tuesday, March 3rd, from 7:00 PM to 8:30 PM ET**
- Live office: TBD

Module 4 Study Guide and Deliverables (March 3rd– April 7th)

Lecture Topics:

- Lecture 07: The Nervous System
- Lecture 08: The Immune System

Readings:

Case Studies (available through Blackboard course site):

- D1 Case Study Chapter 11 (PDF)

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 12: The Nervous System and Nervous Tissue
- Chapter 13 and 14: Nervous System Organization
- Chapter 15: The Special Senses
- Chapter 18: The Blood
- Chapter 21: The Lymphatic and Immune Systems

Hacking Healthcare (Trotter and Uhlman, 2011)

- Chapter 6 - Patient-facing software

Additional Resources:

Health Informatics (available through Blackboard course site):

- R1 Inst Med reportbrief pdf
- R2 nationalqualitystrategy 032011 pdf
- R3 EightSuccessStories 092810 pdf

Nervous system (available through Blackboard course site)::

- L3 SC570 04 Maranhao Filho ArqNeuro 2009 pdf

Immune system (Web link):

- NIH Immune System Research

Assignment Readings (available through Blackboard course site):

- A1 Todays Hospitalist Diagnostic imaging stroke
- A2 telestroke care
- A3 Telestroke Networks Can be Cost-Effective for Hospitals
- A4 Telestroke Program Participation and Improvement in Door-To-Needle Times
- A5 Is telestroke more effective than conventional treatment for acute ischemic stroke?
- A6 The clinical effectiveness of telehealth
- A7 The State of Telehealth Before and After the COVID-19 Pandemic

Discussions:

Discussion 4

- Initial posts due **Saturday, March 7th, at 11:59 PM ET**
- Comments on other students' posts due by **Tuesday, March 24th, at 6:00 PM ET**

Assignments:

Assignment 4 due **Tuesday, March 31st, at 6:00 PM ET**

Assessments:

Graded Quiz 4 due **Tuesday, April 7th, at 6:00 PM ET**

Live Classrooms:

- **Tuesday, March 17th, from 7:00 PM to 8:30 PM ET**
- **Tuesday, March 24th, from 7:00 PM to 8:30 PM ET**
- Live office: TBD

Module 5 Study Guide and Deliverables (March 24th- April 28th)

Lecture Topics:

- Lecture 09: The Renal, Urinary, and Reproductive Systems
- Lecture 10: Cancer

Readings:

Case study (available through Blackboard course site)**:**

- D1 Case Study Amata Chapter 06 pdf
- D1 To Err Is Human Executive Summary pdf

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 25: The Urinary System
- Chapter 26: Fluid, Electrolyte, and Acid/Base Balance

Hacking Healthcare (Trotter and Uhlman, 2011)

- Chapter 7 Human Errors

Health informatics and drug adverse reactions:

- Lecture material (available through Blackboard course site):
  - L3 Adler JPtSaf 1208 2 pdf
  - L4 Classen HealthAff 2011 pdf
  - L5 Goldman Adverse Event Reporting 1996 pdf
  - L6 Kass RIA1 2001 pdf
- Additional Materials (Web links):
  - NIH What is Cancer?
  - NIH About Cancer

Discussions:

Discussion 5

- Initial posts due **Saturday, March 28th, at 11:59 PM ET**
- Comments on other students' posts due by **Tuesday, April 7th, at 6:00 PM ET**

Assignments:

Assignment 5 due **Tuesday, April 21st, at 6:00 PM ET**

Assessments:

Graded Quiz 5 due **Tuesday, April 28th, at 6:00 PM ET**

Live Classrooms:

- **Tuesday, March 31st, from 7:00 PM to 8:30 PM ET**
- **Tuesday, April 7th, from 7:00 PM to 8:30 PM ET**
- Live office: TBD

Module 6 Study Guide and Deliverables
(April 7th- April 14th)

Readings:

Recommended Reading:

Anatomy and Physiology (Biga et. al., 2019)

- Chapter 17: The Endocrine System
- Chapter 27: The Sexual Systems
- Chapter 28: Development and Inheritance

Hacking Healthcare (Trotter and Uhlman, 2011)

- Chapter 9 - A selective history of EHR technology

Additional Resources (available through Blackboard course site)**:**

- Hiller-Sturmhöfel S, Bartke A. The Endocrine System: An Overview. Alcohol Health and Research World. Vol. 22, No. 3, 1998
- Lecture 44 Christian Bartley (cbartley@nvcc.edu) Biology 101 & 102 - Class Notes - PowerPoint Presentation

Additional Resources (Web links)**:**

- MedlinePlus Endocrine System

Discussions:

No discussions this week.

Assignments:

No assignments this week.

Assessments:

No quizzes this week.

Live Classrooms:

- **Tuesday, April 14th, from 7:00 PM to 8:30 PM ET**
- **Tuesday, April 21st, from 7:00 PM to 8:30 PM ET**
- Live office: TBD

Course Evaluation:

Please complete the course evaluation once you receive an email or Blackboard notification indicating the evaluation is open. Your feedback is important to MET, as it helps us make improvements to the program and the course for future students.

Final Exam Details

The Final Exam is on campus. Tuesday May 5th 6pm to 9pm

Final Exam Duration: **3 hours**

This is an **open book/open notes exam**. All electronic materials are allowed, but you may not search the internet during the exam.

You can take the exam only once. The exam features **essay questions and multiple answer and multiple choice questions.**

Grading Structure

Graded Quizzes—There five graded quizzes that cover topics from the lecture materials.

Assignments—This course will have five graded assignments for modules 1–5.

Discussions—There may be threaded discussions for each individual module. These discussions are moderated by your instructor. 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.

Final Examination—There will be a proctored Final Exam in this course using an online proctoring service. Detailed instructions regarding your proctored exam will be forthcoming from the Assessment Administrator. You will be responsible for scheduling your own appointment.

The final exam will be comprehensive and will cover material from the entire course. It will be an open-book exam consisting of questions similar to the ones in the assignments.

The final grade for this course will be based on the following:

- Assignments: 30%
- Graded Quizzes: 25%
- Weekly Discussions: 10% (participation)
- Proctored Final Exam: 35%

Final Course Grade

The following ranges determine the final course grade:

Letter Grade Equivalents	Final Percentage Score
A	94—100
A-	90—93
B+	86—89
B	81—85
B-	76—80
C+	71—75
C	66—70
C-	61—65
D	56—60
F	0—55

The percentage ranges above are approximate. Your letter grade is determined by your professor as the best overall measure of how well you have demonstrated that you understand the material, taking into separate consideration your performance with the assignments, term project, and final exam.

Course Policies

1. **Attendance & Absences**—Full attendance and participation is encouraged.

2. **Assignment Completion & Late Work—**All assignments should be submitted on time. If there is a delay, the student must be in touch with the instructor. Late submissions without reasons will result in grade deduction.

3. **Academic Conduct Code—**Cheating and plagiarism will not be tolerated in any Metropolitan College course. They will result in no credit for the assignment or examination and may lead to disciplinary actions. Please take the time to review the Student Academic Conduct Code.

NOTE: This should not be understood as a discouragement for discussing the material or your particular approach to a problem with other students in the class. On the contrary – you should share your thoughts, questions and solutions. Naturally, if you choose to work in a group, you will be expected to come up with more than one and highly original solutions rather than the same mistakes.

Discussion Grading Rubric

Please check the Study Guide to find out the due dates for each posting in a graded discussion period. They are moderated by your facilitator and are graded.

You may be allowed to continue to post after that time but it will not be monitored and those additional postings will not count toward your discussion grade. You're certainly welcome to continue a discussion past the grading period, but that additional posted material will not affect your discussion grade. The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

You will receive a grade and feedback for each of the chapter threads. There are also general discussions boards, which are not graded, for you to use to discuss any topics with your classmates and facilitators.

Please refer to the discussion rubric and netiquette pages before you participate.

Criteria	65–69	70–79	80–89	90–94	95–100
Participation	Very limited participation	Participation generally lacks frequency or relevance	Reasonably useful relevant participation during the discussion period	Frequently relevant and consistent participation throughout the discussion period	Continually relevant and consistent participation throughout the discussion period
Community	Mostly indifferent to discussion	Little effort to keep discussions going or provide help	Reasonable effort to respond thoughtfully, provide help, and/or keep	Often responds thoughtfully, in a way that frequently keeps discussions	Continually responds thoughtfully in a way that consistently keeps discussions

Criteria	65–69	70–79	80–89	90–94	95–100
			discussions going	going and provides help	going and provides help
Content	No useful, on-topic, or interesting information, ideas or analysis	Hardly any useful, on-topic, or interesting information, ideas or analysis	Reasonably useful, on-topic, and interesting information, ideas and/or analysis	Frequently useful, on-topic, and interesting information, ideas and analysis	Exceptionally useful, on-topic, and interesting information, ideas and analysis
Reflection and Synthesis			No significant effort to clarify, summarize or synthesize topics raised in discussions	Contributes to group's effort to clarify, summarize or synthesize topics raised in discussions	Leads group's effort to clarify, summarize or synthesize topics raised in discussions

Assignment Grading Rubric

Please refer to the discussion rubric and netiquette pages before you participate.

Criteria	65–69	70–79	80–89	90–94	95–100
Thoroughness & Coverage	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
Depth, Understanding & Insight	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
Relevance & Significance	Focus is off topic or on insubstantial or secondary issues	Only some of the content is meaningful and on topic	Most or all of the content is reasonably meaningful and on-topic		

Persuasiveness & Clarity	Disorganized or hard-to-understand presentation	Some parts of the presentation are disorganized or hard to understand	Generally organized and clear	Exceptionally clear, organized and persuasive presentation of ideas	
Creativity & Innovativeness	Little significant or reasonably backed creative or innovative points-of-view or ideas	Few creative and innovative ideas or points-of-view that are reasonable & are backed by some analysis		Very good creative, and innovative ideas or points-of-view that are perceptive & are backed by strong analysis	Outstanding, creative, and innovative ideas or points-of-view that are perceptive & are backed by very strong analysis
Utilization of Source Materials	No useful references, or weak references with incorrect details or applicability	Weak use of source material and/or some details or applicability is incorrect	Some good references applied usefully	References indicate strong research used well	References indicate exceptional research used persuasively

If you have thoughtful questions about your instructor's evaluation, please discuss them with him or her in an academic manner. This can be an excellent opportunity to learn. If it is necessary for me to re-grade an assignment, I independently grade the entire assignment—not parts—using the criteria above.

Academic Conduct Code

Academic Integrity: Plagiarism is the passing off of another's words or ideas as your own, and it is a serious academic offense. Plagiarism and cheating also defeat the purpose of getting an education. Plagiarism and cheating cases will be handled in accordance with the disciplinary procedures described in the College of Arts and Sciences Academic Conduct Code. You are expected to know and abide by the code, which can be read online: Academic Conduct Code. Penalties range from failing an assignment or course (first offense) to suspension or expulsion from BU. If in doubt, cite your source. If you have any questions about academic integrity, please ask your instructor.

Incidents of academic misconduct will be reported to the Academic Conduct Committee (ACC). The ACC may suspend/expel students found guilty of misconduct.

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.

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 where you will take the 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 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 Lead Faculty and Student Support Administrator, Jennifer 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 BU Virtual. 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 or call (617) 358-1978.

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. The online program coordinator administers the academic aspects of the program, including admissions and registration. You can ask questions about the program, registration, course offerings, graduation, or any other program-related topic. The online program coordinator can be reached at metcsol@bu.edu or (617) 353-2566.

Your Computer Science Department Program Manager, Crystal Kelley. Crystal is responsible for administering most aspects of the Computer Science Department. You can reach Crystal at kelleycr@bu.edu or (617) 353-2566.

Andrew Gorlin, Academic Advisor. Reviews requests for transfer credits and waivers. Advises students on which courses to take to meet their career goals. You can reach Andrew at asgorlin@bu.edu, or (617)-353-2566.

Professor Guanglan Zhang, Computer Science Department Chairman. You can reach Professor Zhang at guanglan@bu.edu or at 617-358-2566.

Professor Lou T. Chitkushev, Associate Dean for Academic Affairs, Metropolitan College. Dr. Chitkushev is responsible for the 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 Temkin, and then Professor Chitkushev.

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

Disability and Access Services

In accordance with university policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact Disability and Access Services at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

Once a student receives their accommodation letter, they must send it to their instructor and/or facilitator each semester. They must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodation is in place. Accommodation cannot be implemented if the students do not send their letters.