

MET CS 584 01 Online Course Syllabus

2026 Summer 1

Ethical and Legal Issues in Healthcare Informatics

Instructor

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Office hours:

Prof. Cannella, Monday 9:00-11:00 AM, or by appointment (remotely via Phone or Zoom)

Facilitator Office Officer Hours: Friday 8:00 PM (standing) other times by appointment with assigned facilitator

Facilitators:

Mary Lucas mmlucas@bu.edu

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Course Duration

Start: May 5, 2026

End: June 22, 2026

Course credits

4 credits

Course Description

Laws, regulations, and ethics guide the practice of health information management (HIM) and health informatics (HI). This course introduces students to the workings of the American legal system and concepts and theories of ethics, examines the legal, ethical, and regulatory issues that impact the protection of confidentiality and integrity of patient information, and, on the other hand, the improvement of accessibility of patient data to enable healthcare providers to make informed decisions based on complete patient data. We will cover laws and regulations that are central to the HIM and HI professions, including the Privacy Act of 1974, the Health Insurance

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Portability and Accountability Act (HIPAA), the Genetic Information Nondiscrimination Act of 2008 (GINA), the Health Information Technology for Economic and Clinical Health (HITECH) Act, the Food and Drug Administration Safety and Innovation Act (FDASIA), the 21st Century Cures Act, and the Confidentiality of Alcohol and Drug Abuse Patient Records Regulations, and more. The goal is to enable HIM and HI practitioners to make effective and informed decisions that prompt patient safety and care quality improvement. Two or three guest speakers who are experts in legal and ethical issues on health information management will be invited to share their experiences and knowledge with students.

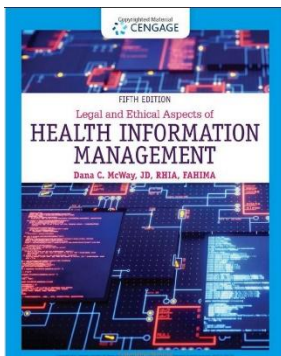
Course Learning Objectives

By successfully completing this course students will be able to:

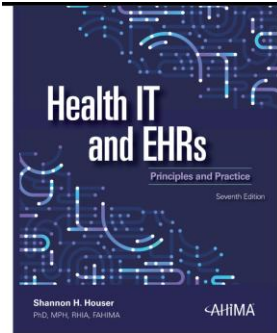
- Describe the workings of the American legal system
- Explain concepts and theories of ethics
- Analyze legal and ethical issues central to HIM and HI
- Apply the concepts of risk, quality, and utilization management to HIM and HI related issues
- Discuss healthcare fraud and abuse
- Make informed decisions that prompt patient safety and care quality improvement

Course Materials

Required Texts



Legal and Ethical Aspects of Health Information Management, 5th Edition. Dana C. McWay. Cengage. SBN-13: 978-0357361542. ISBN-10: 0357361547.



Houser, S. (2024). Health IT and EHRs: Principles and Practice, 2024, 7th Edition. American Health Information Management Association (AHIMA). <https://reader.yuzu.com/books/978-1-58426-965-6>

All books are made available through the Barnes and Noble First Day program. Details can be found on the Blackboard site by following the link in the topline item on the course page.

Study Guide and Timeline of Deliverables

This course is presented as a series of modules. The course material is grouped into six weekly modules, while the seventh module contains the Project Presentations and Final Examination. For modules 1 – 5, each module comprises two lectures, one discussion topic, one quiz, and one assignment. There is also a term project. There is no quiz, discussion, or assignment for module 6. Use of generative AI applications is not permitted.

Discussions – There are weekly discussions on selected topics that were covered in the module. The facilitator(s) and the professor moderate these discussions. You are expected to write an original post, between 300 to 500 words, and make thoughtful responses to at least two different posts of your classmates. You are strongly encouraged to submit your original post as early as possible to leave sufficient time for your classmates to read and comment on your post. Please check the Study Guide for due dates. There are also general discussion boards to ask non-urgent questions and download course materials.

Assignments – There are weekly assignments throughout the course. Please check the Study Guide for due dates.

Assessments – There are weekly quizzes throughout the course. Please check the Study Guide for due dates. Quizzes may be a combination of True/False, single/multiple-choice, matching, and short essay questions.

Term Project – The term project tests your overall understanding and grasp of the course content, and your ability to synthesize that understanding into a research based written paper with an associated presentation.

Final Examination— There will be a proctored Final Exam in this course. Detailed instructions regarding your proctored exam will be forthcoming from the Assessment Administrator. The Final Exam is comprehensive and covers material from the entire course. It is an open-book exam consisting of questions similar to those in the quizzes and assignments.

Prerequisites - None

Module 1 Study Guide and Deliverables

(May 5 – May 11, 2026)

Module Theme and Topics:

- € Lectures 1 & 2: Introduction to American Government and Law
- € Basic Foundations of US Government Structure
- € Introduction to American Legal System
- € American Court systems and Legal Procedures – Examination of Article III Court procedures with an emphasis on ESI

Required Readings:

- € Textbook (McWay) Chapter 1 -2, Goodwin MB, Whelan AM, Gostin LO. *Food and Drug Administration v Alliance for Hippocratic Medicine—A Cautious Win for Reproductive Health Care and FDA Authority*. *JAMA*. 2024;332(6):453–454. doi:10.1001/jama.2024.13161

Recommended Readings and other media:

- [The Constitution of the United States of America](#)
- [Methods of Interpreting Statutes](#) (YouTube video)
- [Federal vs State Laws](#) (YouTube video)
- [Federal and State Courts Explained](#) (YouTube video)

Discussions:

- € Discussion 1 — Initial post due Friday, May 8, 6:00 PM ET
- € Responses due Monday, May 11, 6:00 PM ET

Assignments:

- € Assignment 1 due Monday, May 11 at 6:00 PM ET

Assessments:

- € Quiz 1 due Monday, May 11 at 6:00 PM ET

Live Classrooms:

- € Session 1– Wednesday, May 6, 8:00–9:30 PM ET
 - Basic Foundations of US Government Structure

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- Introduction to American Legal System
- € Session 2– Friday, May 8, 8:00–9:30 PM ET
 - American Court Systems and Legal Procedures

Module 2 Study Guide and Deliverables

(May 12 – May 18, 2026)

Module Theme and Topics:

- € Lectures 3 & 4: Introduction to American Healthcare System and judicial process, and Principles of Liability
- € Admissibility of relevant evidence and the hearsay rule as applied to health information
- € Explanation of concepts including physician-patient privilege, e-discovery, subpoena, etc.
- € Overview of the structure and state of the U.S. Healthcare System
- € Principles of liability and Relationships Giving Rise to Specific Forms of Liability/Obligations

Required Readings:

- € Textbook (McWay) Chapter 3-4
- € Peter Jacobus, “The E-Discovery Problem of “Modern” Attachments: Case Trends in the Production of Hyperlinked Documents,” JDSUPRA, June 13, 2024, available at <https://www.jdsupra.com/legalnews/the-e-discovery-problem-of-modern-3904379/>
- € Toyja E. Kelley and Noah J. Mason, “Following the Trail of Lost or Destroyed ESI with Forensic Imaging,” For The Defense, May 2024, pp 30-33, available at <https://www.lockelord.com/newsandevents/publications/2024/05/following-trail-lost-destroyed-esi>
- € Howe Iii EG, Elenberg F. Ethical Challenges Posed by Big Data. Innov Clin Neurosci. 2020 Oct 1;17(10-12):24-30. PMID: 33898098; PMCID: PMC7819582. Gosain, J., Keune, J.D., Sinha, M.S. (2024), <https://pmc.ncbi.nlm.nih.gov/articles/PMC7819582/>
- € Dobbs in a Technologized World: Implications for US Data Privacy. In: Corrales Compagnucci, M., Minssen, T., Fenwick, M., Aboy, M., Liddell, K. (eds) The Law and Ethics of Data Sharing in Health Sciences. Perspectives in Law, Business and Innovation. Springer, Singapore. https://doi.org/10.1007/978-981-99-6540-3_6

Recommended Readings and other media:

- Aaron Carroll (February 2014). [The Healthcare System of the United States](#). [Healthcare Triage](#). (Both links will open to YouTube.)

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- [An Overview of Medicare](#)
- [Medicaid website](#)
- Chapter 5. [How Health Care Is Organized—I: Primary, Secondary, and Tertiary Care](#) in the book: Understanding Health Policy: A Clinical Approach. (Requires BU login)
- AHIMA e-Discovery Task Force (2008). [Litigation response planning and policies for E-discovery](#). J AHIMA 79(2): 69-75.
- [Medicaid programs/Brief US Health care coverage history](#) (YouTube video)
- [Mastering Modern Attachments in eDiscovery Webinar](#) (YouTube video)

Discussions:

- € Discussion 2 — Initial post due Thursday, May 14, 6:00 PM ET
- € Responses due Monday, May 18, 6:00 PM ET

Assignments:

- € Assignment 2 due Monday, May 18 at 6:00 PM ET

Assessments:

- € Quiz 2 due Monday, May 18 at 6:00 PM ET

Live Classrooms:

- € Session 1— Monday, May 11, 8:00–9:30 PM ET
 - Admissibility of relevant evidence and the hearsay rule as applied to health information
 - Overview of the structure and state of the U.S. Healthcare System
- € Session 2— Thursday, May 14, 8:00–9:30 PM ET
 - Principles of liability and Relationships Giving Rise to Specific Forms of Liability/Obligations

Module 3 Study Guide and Deliverables

(May 19 – May 25, 2026)

Module Theme and Topics:

- € Lectures 5 & 6: An overview of ethics
- € Understand the difference between ethics, morals, values, etiquette, and law
- € Introduce ethical models
- € Define codes of ethics and their importance

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- € Discuss ethical challenges in healthcare with an emphasis on digital technologies
- € Discuss bioethical issues with an emphasis on reproductive care and end of life decisions

Required Readings:

- € Textbook (McWay) Chapter 5 – 7
- € Druedahl, L.C., Källemark Sporrang, S. (2024). Patient Perspectives on Data Sharing. In: Corrales Compagnucci, M., Minssen, T., Fenwick, M., Aboy, M., Liddell, K. (eds)
- € The Law and Ethics of Data Sharing in Health Sciences. Perspectives in Law, Business and Innovation. Springer, Singapore. https://doi.org/10.1007/978-981-99-6540-3_4,
- € Hansson, S.O., Fröding, B. Digital Technology in Healthcare—An Ethical Overview. *DISO* 3, 46 (2024). <https://doi.org/10.1007/s44206-024-00121-2>, Howe Iii EG, Elenberg F. Ethical Challenges Posed by Big Data. *Innov Clin Neurosci*. 2020 Oct 1;17(10-12):24-30. PMID: 33898098; PMCID: PMC7819582, <https://pmc.ncbi.nlm.nih.gov/articles/PMC7819582/>.
- € Gosain, J., Keune, J.D., Sinha, M.S. (2024). Dobbs in a Technologized World: Implications for US Data Privacy. In: Corrales Compagnucci, M., Minssen, T., Fenwick, M., Aboy, M., Liddell, K. (eds) The Law and Ethics of Data Sharing in Health Sciences. Perspectives in Law, Business and Innovation. Springer, Singapore. https://doi.org/10.1007/978-981-99-6540-3_6
- € Dobbs in a Technologized World: Implications for US Data Privacy. In: Corrales Compagnucci, M., Minssen, T., Fenwick, M., Aboy, M., Liddell, K. (eds) The Law and Ethics of Data Sharing in Health Sciences. Perspectives in Law, Business and Innovation. Springer, Singapore. https://doi.org/10.1007/978-981-99-6540-3_6

Recommended Readings and other media:

- Code of ethics published by [AHIMA](#), [AMIA](#), and [IMIA](#)
- “The top 10 ethical issues medical students should be taught,” AMA, Dec. 4, 2023, available at <https://www.ama-assn.org/education/changemeded-initiative/top-10-ethical-issues-medical-students-should-be-taught>
- Wexler, A., Largent, E. Ethical considerations for researchers developing and testing minimal-risk devices. *Nat Commun* 14, 2325 (2023). <https://doi.org/10.1038/s41467-023-38068-6>

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- [Ethical dilemma: Whose life is more valuable?](#) (YouTube video)
- [Ethical dilemma: Would you sacrifice one person to save five?](#) (YouTube video)
- [Ethical dilemma: You can only save one— who do you choose?](#) (YouTube video)

Discussions:

- € Discussion 3 — Initial post due Thursday, May 21, 6:00 PM ET
- € Responses due Tuesday, May 26, 6:00 PM ET

Assignments:

- € Assignment 3 due Tuesday, May 26 at 6:00 PM ET

Assessments:

- € Quiz 3 due Tuesday, May 26 at 6:00 PM ET

Live Classrooms:

- € Session 1– Monday, May 18, 8:00–9:30 PM ET
 - Introduction to ethical standards and decision-making challenges with an emphasis on digital technologies
- € Session 2– Thursday, May 21, 8:00–9:30 PM ET
 - Introduction to bioethical issues with an emphasis on reproductive care and end of life decisions

Module 4 Study Guide and Deliverables

(May 26 – June 1, 2026)

Module Theme and Topics:

- € Lectures 7 & 8: Patient record requirements, confidentiality, and informed consent
- € Understand the difference between ethics, morals, values, etiquette, and law
- € Introduce ethical models
- € Define codes of ethics and their importance
- € Discuss ethical challenges in healthcare with an emphasis on digital technologies
- € Discuss bioethical issues with an emphasis on reproductive care and end of life decisions

Required Readings:

- Textbook (McWay) Chapter 8-9
- Matt Davis, "GDPR Compliance in the U.S.: What to Know," JD Supra, May 24, 2023, available at <https://www.idsupra.com/legalnews/gdpr-compliance-in-the-u-s-what-to-know-4133643/>
- Steve Alder, "GDPR Requirements for US Companies," The HIPAA Journal, Oct. 18, 2021, available at <https://www.hipaajournal.com/gdpr-requirements-for-us-companies/>

Recommended Readings and other media:

- [Medical Record Maintenance & Access Requirements](https://www.cms.gov/files/document/mln4840534-medical-record-maintenance-and-access-requirements.pdf)
<https://www.cms.gov/files/document/mln4840534-medical-record-maintenance-and-access-requirements.pdf>, [GDPR Enforcement Tracker](#)
- Brian Daigle and Mahnaz Khan, "One Year In: GDPR Fines and Investigations against U.S.-Based Firms," USITC, Sept. 2019, available at https://www.usitc.gov/publications/332/executive_briefings/gdpr_enforcement.pdf
- Haugen, M. B., Tegen, A., Warner, D., & Ahima. (2011). [Fundamentals of the legal health record and designated record set](#). J AHIMA, 82(2), 44-49.
- [Evolution of the Medical Record](#) (YouTube video)
- [Protecting Data Confidentiality](#) (YouTube video)

Discussions:

- € Discussion 4 — Initial post due Thursday, May 28, 6:00 PM ET
- € Responses due Tuesday, June 2, 6:00 PM ET

Assignments:

- € Assignment 4 due Monday, June 1 at 6:00 PM ET
- € Term Project Proposal due Friday, May 29 at 6:00 PM ET

Assessments:

- € Quiz 4 due Monday, June 1 at 6:00 PM ET

Live Classrooms:

- € Session 1— Tuesday, May 26, 8:00–9:30 PM ET
 - Introduction to patient record requirements
- € Session 2— Thursday, May 28, 8:00–9:30 PM ET
 - Introduction to confidentiality and informed consent with an added focus on research and deidentified datasets
 - Consider the case of GDPR compliance as compared to US privacy rights

Module 5 Study Guide and Deliverables

(June 2 – June 8, 2026)

Module Theme and Topics:

- € Lectures 9 & 10: Access to health information and specialized patient records
- € Understand the difference between ethics, morals, values, etiquette, and law
- € Introduce ethical models
- € Define codes of ethics and their importance
- € Discuss ethical challenges in healthcare with an emphasis on digital technologies
- € Discuss bioethical issues with an emphasis on reproductive care and end of life decisions

Required Readings:

- Textbook (McWay) Chapter 10-11, except only read 42 CFR Part 2 portion in conjunction with Chris Alibrandi O'Connor, "Summary of 42 CFR Part 2, Confidentiality of Substance Use Disorder Patient Records, Final Rule," Network for Public Health Law, Mar. 15, 2024 <https://www.networkforphl.org/wp-content/uploads/2024/03/Summary-of-42-CFR-Part-2-Confidentiality-of-Substance-Use-Disorder-Patient-Records-Final-Rule.pdf>),
- Textbook (Houser) Chapter 9
- Groom Law Group, "Reproductive Health Care: New HIPAA Restrictions & Compliance Checklist," JD Supra, Sept. 10, 2024, available at <https://www.jdsupra.com/legalnews/reproductive-health-care-new-hipaa-2431929/>,
- "HHS Finalizes Rule Establishing Disincentives for Health Care Providers That Have Committed Information Blocking," <https://www.hhs.gov/about/news/2024/06/24/hhs-finalizes-rule-establishing-disincentives-health-care-providers-that-have-committed-information-blocking.html>, Information Blocking, OIG, <https://oig.hhs.gov/reports-and-publications/featured-topics/information-blocking/> ,
- Information Blocking, OIG, <https://oig.hhs.gov/reports-and-publications/featured-topics/information-blocking/>
- CMS Interoperability and Patient Access Final Rule (CMS-9115-F), <https://www.cms.gov/priorities/key-initiatives/burden-reduction/interoperability/policies-and-regulations/cms-interoperability-and-patient-access-final-rule-cms-9115-f>

Recommended Readings and other media:

- Health Information Privacy Division. (2020). [Individuals' Right under HIPAA to Access their Health Information 45 CFR § 164.524](#)
- Federal Trade Commission. (2013). [Fighting Identity Theft with the Red Flags Rule: A How-To Guide for Business](#)
- Use of Online Tracking Technologies by HIPAA Covered Entities and Business Associates, OCR Guidance, June 26, 2024, <https://www.hhs.gov/hipaa/for-professionals/privacy/guidance/hipaa-online-tracking/index.html>
- [Information Blocking: What Providers Need to Know](#) (YouTube video)

Discussions:

- € Discussion 5 — Initial post due Thursday, June 4, 6:00 PM ET
- € Responses due Monday, June 8, 6:00 PM ET

Assignments:

- € Assignment 5 due Monday, June 8 at 6:00 PM ET

Assessments:

- € Quiz 5 due Monday, June 8 at 6:00 PM ET

Live Classrooms:

- € Session 1– Monday, June 1, 8:00–9:30 PM ET
 - Access to Health Information
- € Session 2– Thursday, June 4, 8:00–9:30 PM ET
 - Specialized Patient Records

Module 6 Study Guide and Deliverables

(June 9 – June 14, 2026)

Module Theme and Topics:

- € Lectures 11 & 12: Information Systems and Engaging in Risk Management Through Compliance Program Development
- € Discuss risk management, quality management, and utilization management
- € Discuss healthcare fraud and abuse and various related law enforcement agencies
- € Discuss strategies for building a successful compliance program to account for legal regimes such as HIPAA Security Rule and fraud, waste and abuse laws

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- € Discuss challenges surrounding use of new or growing modalities (e.g., telehealth, email, SMS, and AI) in the delivery of care

Required Readings:

- Textbook (McWay) Chapter 12-14
- Steve Adler, "HIPAA Training Requirements," The HIPAA Journal, May 21, 2023, available at <https://www.hipaajournal.com/hipaa-training-requirements/>
- Katie Roemer, "Building an Effective Compliance Program," AAPC, Nov. 1, 2023, available at <https://www.aapc.com/blog/89139-building-an-effective-compliance-program/>, Brian Dunphy, and Samantha Kingsbury, "EnforceMintz — Artificial Intelligence and False Claims Act Enforcement," JD Supra, Feb. 13, 2024, available at <https://www.jdsupra.com/legalnews/enforcemintz-artificial-intelligence-2956151/>
- Textbook (Houser) Chapter 15
- Ben Penn, "DOJ's Healthcare Probes of AI Tools Rooted in Purdue Pharma Case," Bloomberg Law, Jan. 29, 2024, available at <https://news.bloomberglaw.com/us-law-week/dojs-healthcare-probes-of-ai-tools-rooted-in-purdue-pharma-case>

Recommended Readings and other media:

- [HIPAA Compliance Case Examples](#),
- [GDPR compliance checklist for US companies](#)
- [Healthcare Fraud Prevention Partnership](#) (YouTube video)
- [Medicare Fraud and Abuse Training](#) (YouTube video)
- [AI Governance](#) (YouTube video)

Discussions:

- € There is no discussion due this week.

Assignments:

- € Final Term Project Deliverable due Friday, June 12 at 6:00 PM ET

Assessments:

- € There is no quiz due this week.

Live Classrooms:

- € Session 1– Monday, June 8, 8:00–9:30 PM ET
 - Introduction to risk management, quality management, and utilization management and strategies for building a successful compliance program
- € Session 2– Thursday, June 11, 8:00–9:30 PM ET

- Introduction to healthcare fraud and abuse and incorporating those laws into a compliance program

Module 7 Study Guide and Deliverables

(June 15 – June 22, 2026)

Module Theme and Topics:

- € Student Presentations and Final Exam

Assignments:

- € None

Assessments:

- € See *Final Exam Details* below this study guide.

Live Classrooms:

- € Monday, June 15, 6:00–8:50 PM ET
 - Student presentations (submit slides at least 2 hours prior to assigned presentation time)
- € Tuesday, June 16, 6:00–8:50 PM ET
 - Student presentations (submit slides at least 2 hours prior to assigned presentation time)
- € Wednesday, June 17, 6:00–8:50 PM ET
 - Student presentations (submit slides at least 2 hours prior to assigned presentation time)

Course Evaluation

Please complete the course evaluation once you receive an email or Blackboard notification indicating the evaluation is open. Your feedback helps us improve the program and the course for future students.

Final Exam Details

The Final Exam is a proctored exam available from **Wednesday, June 17 at 6:00 AM ET to**

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Saturday, June 20 at 11:59 PM ET. The exam will be accessible only during the final exam period. You will be able to access it from the bottom of the main course content page.

The Computer Science department requires that all final exams be administered using an online proctoring service that you will access via your course in Blackboard. Detailed instructions regarding your proctored exam will be forthcoming from the Assessment Administrator.

The Final Exam is Closed book/open notes.

- Materials: Notes allowed. FOUR 8.5 x 11-inch pages of notes that may have writing on both sides.
- Internet Resources: No online resources allowed.
- Software: Word, Adobe Acrobat (or other PDF reader), PowerPoint, text editor (such as Notepad).
- Scratch Paper: 3 pages

Final Exam duration: **two hours**.

The exam consists of **multiple-choice questions, true/false, and essay questions**.

Evaluation of Students and Grading

Grading Criteria

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

Deliverable	Weight
Quizzes	15%
Assignments	15%
Discussion	15%
Project	20%
Final Exam	35%

Letter Grade / Numerical Grade Conversions

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A	A-	B+	B	B-	C+	C	C-	D	F
100-95	94-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59-0

Timeliness

Strict adherence to deadlines is crucial. Late submission of quizzes will not be accepted/graded. In case of an emergency and you are unable to meet any deadline, you must contact your professor **BEFORE** the deadline to discuss your situation.

Discussion Grading Rubric

Discussions are the way we "participate" in the class. It is important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" will not earn any points. Please check the Study Guide to find out the due dates for each discussion. Discussions are moderated by your lecturer and facilitator and are graded. You will be graded on your overall participation in that discussion thread. Late posts are welcome for their intellectual value but will not be considered in your grade. The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

Your posts should show that you have read the discussion topics, readings and your classmates' posts and have applied all of that to the question at hand. You should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point. To earn full points:

- Submit your initial post as early as possible to leave sufficient time for your classmates to read and comment on your post (check the Study Guide for due dates)
- Thoughtful and timely responses to **at least two different students**.
- Content is complete, on-point, and thoughtful
- Supporting detail is appropriate (such as citations to other sources)
- Content often encourages further discussion on the topic or follows up on others' thoughts
- Postings are characterized by originality, engagement, and relevance to the topic
- Postings demonstrate an understanding of the material assigned and familiarity with the ideas of the course materials

The following chart represents the rubric employed for grading the threaded discussion entries and in-class discussions in the blended course version:

Points	Skills
90–100	Demonstrate excellence in grasping key concepts; Critique the work of others; Stimulate discussions; Include proper citations for support of opinions; Offer new interpretations of discussion material; Express ideas clearly and concisely; Use appropriate vocabulary.
70–80	Show understanding of most course concepts; Offer an occasional divergent viewpoint or challenge; Show some skill in support for opinions; Show signs of disorganization with expression.
50–60	Have a primarily shallow grasp of the material; Rarely take a stand on issues; Offer inadequate levels of support; Poor language use; Garbles much of the message; Only an occasional idea surfaces clearly; Expressions seem disjointed; Overuse of simple sentences and redundancy with words and commentary; Paragraphs often appear unrelated to each other.
10–40	A minimal posting of material. Show no significant understanding of the material. Incoherent writing. Do not respond readily to prompting.

Credits: GRADING RUBRIC FOR THREADED DISCUSSIONS. From John F. Bauer, "Assessing Student Work from Chat Rooms and Bulletin Boards."

Final Project Grading Rubric

Criteria	Descriptions
Topic choice, evidence, and discussion	Organized presentation of the subject matter. Most relevant legal and ethical issues are identified and discussed. Supporting evidence is appropriate and used effectively to justify the majority of the report's claims.
Grammar and Language	Writing is generally clear. Contains a few minor grammatical or mechanical errors that do not distract the reader or obscure the meaning of the content.
Within word limit	The report is slightly over or under the word limit (within 10%), but the content remains relevant and the deviation does not impact the quality of the discussion.
Referencing	Consistent use of the required citation style. All major claims are supported by credible sources.

Academic Integrity

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Academic conduct in general and MET College rule, in particular, require that all references and uses of the work of others must be clearly cited. All instances of plagiarism must be reported to the College for action. Plagiarism and cheating cases will be handled in accordance with the Metropolitan College Academic Conduct Code.

For the full text of the academic conduct code, please check the [Metropolitan College Academic Conduct Code](#).

AI Usage Policy

General AI guidelines for BU students can be found at <https://www.bu.edu/aida/guidance/generative-ai-guidelines-for-students/>.

Reminder: Use of generative AI applications is not permitted in this course.

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

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](#) (access@bu.edu, 617-353-3658) 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 and also to the Faculty & Student Support Administrator so course settings can be updated. Accommodations cannot be implemented if the student does not send their letter.