Syllabus

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

Course Description

This module is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS684

IT Security Policies and Procedures

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

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

Technical Note

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

Course Learning Objectives

Upon successful completion of this course you will understand:

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

Course Outline

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

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

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

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

Module 2: Security Policies

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

Module 3: Security Standards and Procedures

- Security Standards
- Procedures for security
- Classifying assets

Module 4: Operational Security Management

- Managing operational security
- Introduction to Business Continuity

Module 5: Business Continuity and Disaster Recovery

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

Module 6: Managing Security Risk in System Development and Integration

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

Module 7: Prepare for and take the final exam

Prepare for and take the proctored final exam.

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

Instructor

Charles Pak, Ph.D.

Computer Science Department
Metropolitan College
Boston University
808 Commonwealth Ave, 2nd floor
Boston, MA 02215

Email: cpak4@bu.edu

Charles Pak earned his Ph.D. in Information Security from Nova Southeastern University, an M.S. in Network Security from Capitol Technology University, and a B.S. in Electrical Engineering from Penn State University. He has taught Information Systems (IS) courses for over 25 years as an IS practitioner and professor. He has managed U.S. Federal Government data centers for over 20 years, including personnel. He has designed, tested, implemented, and maintained many of these enterprise network sites (largest in the world) that encompasses distributed sites across the U.S. as well as the international sites. He has managed state-of-the art systems for military and federal government missions for which he was deployed.

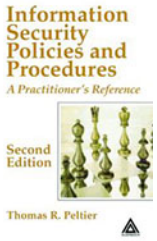
His research topics include Cyber Security, Critical Infrastructure Protection (CIP), PKI, Cyber Counter Terrorism, and Risk Assessment & Management. He has published several research papers in Information Security. As a practitioner, he holds several industry certifications: CISM, CRISC, CISSP, ITIL, SSCP, MCSE, MCT, and CCNA.

Recent Publications:

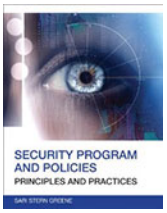
- Pak, C. (2011). Near Real-time Risk Assessment Using Hidden Markov Models. Nova Southeastern University, ProQuest Dissertations and Theses,ISBN:9781124992945.
- Pak, C. & Cannady, J. (2010). Risk Forecast Using Hidden Markov Models. Research in Information Technology (RIT), ACM, SIGITE, 7(2), 4-15.
- Pak, C. & Cannady, J. (2009). Asset Priority Risk Assessment Using Hidden Markov Models. Proceedings of the 10th ACM SIGITE, Fairfax, Virginia, 2009, 65-73.
- Pak, C. (2008). The near real time statistical asset priority driven (nrtsapd) risk assessment. Proceedings of the 9th ACM SIGITE, Cincinnati, Ohio, 2008, 105-112.

Course Materials and Resources

Required Course Books



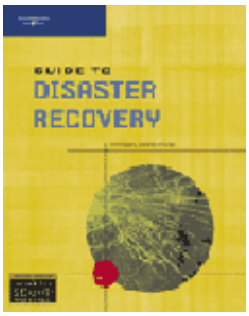
Peltier, T. R. (2004). *Information security policies and procedures: A practitioner's reference* (2nd ed.). New York, NY/London: Auerbach Publications.
ISBN: 9780849319587



Greene, S. S. (2014). *Security program and policies: Principles and practices* (2nd ed.). (n.p.): Pearson.
ISBN: 9780789751676

These textbooks can be purchased from Barnes and Noble at Boston University.

Optional Course Book



Erbschloe, M. (2003). *Guide to Disaster Recovery.* Boston: Thomson Course Technology.
ISBN: 9780619131227

This textbook can be purchased from Barnes and Noble at Boston University.

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:

met_ode_library_14_sp1_00_intro is displayed here
Download

All of the videos in the series are available on the Online Library Resources page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard. Please feel free to make use of them.

As Boston University students, you have full access to the BU Library. From any computer, you can gain access to anything at the library that is electronically formatted. To connect to the library, use the link http://www.bu.edu/library.

You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos password.

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

> Go to http://www.bu.edu/library/research/collections to access eBooks and eJournals directly.
>
> If you have questions about library resources, go to http://www.bu.edu/library/help/ask-a-librarian to email the library or use the live-chat feature.
>
> To locate course eReserves, go to http://www.bu.edu/library/services/reserves.

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

Free Tutoring Service

Free online tutoring with SMARTHINKING is available to BU online students for the duration of their courses. The tutors do not rewrite assignments, but instead teach students how to improve their skills in the following areas: writing, math, sciences, business, ESL, and Word/Excel/PowerPoint.

You can log in directly to SMARTHINKING from Online Campus by using the link in the left-hand navigation menu of your course.

YouTube

Please Note

SMARTHINKING may be used only for current Boston University online courses and career services. Use of this service for purposes other than current coursework or career services may result in deactivation of your SMARTHINKING account.

Study Guide

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

Module 1 Study Guide and Deliverables

Readings:	Greene: Chapter 1, pages 2 - 21 Peltier: pp. 187–188, 250–263, 287–296, and pages 367–370
Discussions:	Please complete the Introduction Discussion before you continue in the course. Discussion 1 postings end November 7 at 6:00 a.m. ET
Assignments:	Assignment 1 due November 7 at 6:00 a.m. ET
Live Classroom:	Thursday, November 2 from 8:00 - 10:00 p.m. ET Saturday, November 4 from 1:00 - 2:00 p.m. ET

Module 2 Study Guide and Deliverables

Readings: Greene: Chapter 2, pages 32 - 53
Peltier: Primary: pp. 47–80; Secondary: pp. 199–241

Discussions: Discussion 2 postings end November 14 at 6:00 a.m. ET

Assignments: Assignment 2 due November 14 at 6:00 a.m. ET

Live Classroom: Thursday, November 9 from 8:00 - 10:00 p.m. ET
Saturday, November 11 from 1:00 - 2:00 p.m. ET

Module 3 Study Guide and Deliverables

Readings: Greene: Chapter 5, pages 124 - 144
Peltier p 243–245 and 256–262
Peltier p 85–88 and 95–101

Discussions: Discussion 3 postings end November 21 at 6:00 a.m. ET

Assignments: Assignment 3 due November 21 at 6:00 a.m. ET

Live Classroom: Thursday, November 16 from 8:00 - 10:00 p.m. ET
Saturday, November 18 from 1:00 - 2:00 p.m. ET

Module 4 Study Guide and Deliverables

Readings: Greene: Chapter 11, pages 328 – 354
Peltier: pages 341, 347–348, 350–358

Discussions: Discussion 4 postings end November 28 at 6:00 a.m. ET

Assignments: Assignment 4 due November 28 at 6:00 a.m. ET

Live Classroom: Thursday, November 23 from 8:00 - 10:00 p.m. ET
Saturday, November 25 from 1:00 - 2:00 p.m. ET

Module 5 Study Guide and Deliverables

Readings: Greene: Chapter 12, pages 370 - 397

Discussions: Discussion 5 postings end December 5 at 6:00 a.m. ET

Assignments: Assignment 5 due December 5 at 6:00 a.m. ET

Live Classroom: Thursday, November 30 from 8:00 - 10:00 p.m. ET
Saturday, December 2 from 1:00 - 2:00 p.m. ET

Module 6 Study Guide and Deliverables

Readings: Peltier p. 34

Discussions: Discussion 6 postings end Decmeber 12 at 6:00 a.m. ET

Assignments: Assignment 6 due December 12 at 6:00 a.m. ET

Live Classroom: Thursday, December 7 from 8:00 - 10:00 p.m. ET
Saturday, December 9 from 1:00 - 2:00 p.m. ET

Final Exam Details

The Final Exam is a proctored exam available from **December 13 at 8:00 a.m. ET to December 16 at 11:59 p.m. ET**. The Computer Science department requires that all final exams be proctored.

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

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

Course Grading Information

Grading Policy

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

Grading Structure and Distribution

The grade for the course is determined by the following:

Overall Grading Percentages	

Assignments	50%
Discussions	20%
Proctored Final Examination	30%

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

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

Grading Scale		
Letter Grade	**100 pt. scale**	**4 pt. scale**
A	95-100	4
A-	90-94	3.7
B+	86-89	3.3
B	82-85	3
B-	78-81	2.7
C+	74-77	2.3
C	70-73	2
C-	67-69	1.7
D	60-66	1
F	0-59	0

Assignments

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

	D	C−	C+	B−	B+	A
Clarity	Disorganized or hard-to-understand		Satisfactory but some parts of the submission are disorganized or hard to understand	Generally organized and clear	Very clear, organized and persuasive presentation of ideas and designs	Exceptionally clear, organized and persuasive presentation of ideas and designs
Technical Soundness	Little understanding of, or insight into material technically		Some understanding of material technically	Overall understanding of much material technically	Very good overall understanding of technical material, with some real depth	Excellent, deep understanding of technical material and its inter-relationships
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
Relevance	Mostly unfocused	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	All of the content is reasonably meaningful and on-topic	All of the content is entirely relevant and meaningful
Utilization of resources	No useful use of notes, text(s), or Web with incorrect details or applicability		Some useful use of notes, text(s), or Web with mostly correct	Fairly good use of notes, text(s), or Web with correct details or applicability	Very good use of notes, text(s), or Web with correct details or applicability	Excellent use of notes, text(s), or Web with entirely

		details or applicability			correct details or applicability

Discussions

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

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

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

Proctored Final Exam

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

Expectations

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

Delays

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

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's *Academic Conduct Code*.

A Definition of Plagiarism

> “The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone’s mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.”
>
> “The spectrum is a wide one. At one end there is a word-for-word copying of another’s writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student’s paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one’s opinion that one is tempted to make it personal property.”

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

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

Academic Conduct Code

I. **Philosophy of Discipline**

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

II. **Academic Misconduct**

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

III. **Violations of this Code**

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

A. **Cheating on examination**. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from

another source (including work done by another student) without permission and acknowledgement of that source.

C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.
D. **Theft of an examination**. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
E. **Unauthorized communication during examinations**. Any unauthorized communication may be considered prima facie evidence of cheating.
F. **Knowingly allowing another student to represent your work as his or her own**. This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).
G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents**, including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.
H. **Theft or destruction of examinations or papers** after submission.
I. **Submitting the same work in more than one course** without the consent of instructors.
J. **Altering or destroying another student's work or records**, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
K. **Violation of the rules governing teamwork**. Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.
L. **Failure to sit in a specifically assigned seat during examinations.**
M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**
N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**
O. **Attempting improperly to influence the award of any credit, grade, or honor.**
P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**
Q. **Failure to comply with the sanctions imposed under the authority of this code.**

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

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

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

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for 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 Senior 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 the Office of Distance Education. She prepares

students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact her by external email at jensul@bu.edu or call toll free at 1-888-524-2200.

People Not in Your Online Course

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

Your Computer Science Department Online Program Coordinator, Peter Mirza. Peter administers the academic aspects of the program, including admissions and registration. You can ask him questions about the program, registration, course offerings, graduation, or any other program-related topic. He can be reached at metcsol@bu.edu or (617) 353-2566.

Your Computer Science Department Program Manager, Kim Richards. Kim is responsible for administering most aspects of the Computer Science Department. You can reach Kim at kimrich@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 Anatoly Temkin, Computer Science Department Chairman. You can reach Professor Temkin at temkin@bu.edu or at 617-353-2566.

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 Services

In accordance with University policy, every effort will be made to accommodate unique and special needs of students with respect to speech, hearing, vision, or other disabilities. Any student who feels he or she may need an accommodation for a documented disability should contact the Office of Disability Services at (617) 353-3658 or at access@bu.edu for review and approval of accommodation requests.

Netiquette

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

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

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?

Writing

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.

Reading

When you are reading your peers' communication, consider the following:

- **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 other's mistakes or privately point them out politely.
- **If a comment upsets or offends you, reread it and/or take some time before responding.**

Important Note

Don't hesitate to let your instructor or your faculty and student support administrator know if you feel others are inappropriately commenting in any forum.

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

Registration Information and Important Dates

View the drop dates for your course.

Withdraw or drop your course.

- If you are dropping down to zero credits for a semester, please contact your college or academic department.
- **Nonparticipation in your online course does not constitute a withdrawal from the class.**
- If you are unable to drop yourself on student link please contact your college or academic department.

Technical Support

Experiencing issues with BU websites or Blackboard?

It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) news page for announcements.

Boston University technical support is available via email (ithelp@bu.edu), the support form, and phone (888-243-4596). Please note that the IT Help Center has multiple locations. All locations can be reached through the previously mentioned methods. For IT Help Center hours of operation please visit their contact page. For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

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

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

To ensure the fastest possible response, please fill out the online form using the link below:

IT Help Center Support
888-243-4596 or 617-353-4357 or Web
Check your open tickets using BU's ticketing system.

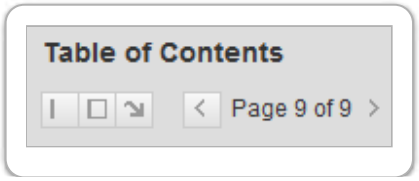
Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla Firefox browser.

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

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

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



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

Web Resources/Browser Plug-Ins

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

- Check your computer's compatibility by reviewing Blackboard's System Requirements
- Check your browser settings with Blackboard's Connection Test
- Download most recent version of Adobe Flash Player
- Download most recent version of Adobe Acrobat Reader

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically clear your browser cache to ensure that you are viewing the most current content, particularly after course or system updates.

This page is also found within the "How to…" section of the online documentation, which contains a list of some of the most common tasks in Blackboard Learn.

Boston University Metropolitan College