MIS 5216 – Organizational Forensics
Fall 2022

Instructor
> Paul Warner
> Office: online via Zoom
> Office Hours via *Zoom Meeting*: Tuesdays 5-5:30 PM (registration required),
> & by appointment
> Email: *tuk55116@temple.edu*

Class Format: Online
Class Meetings: Tuesdays, 5:30 – 8:00 PM
Where: Zoom Meeting Link
https://temple.zoom.us/j/91964403739?pwd=M2lSZVg0MWZEcS9CNmR5WjVxRU5wdz09
Meeting ID: 919 6440 3739 **Passcode:** Fall22-701
Website: https://community.mis.temple.edu/mis5216sec701fall2020/

Course Description

The focus of the course is on gaining a broad understanding of the field of digital forensic. Digital forensics is based on the investigation of digital data to gather evidence relating to criminal or other legal incidents and events. We will examine how technology and law interact to form digital forensic. Through the lecture and hand-on exercises student will learn phase of incident response, processing a crime/incident scene and gathering evidence, performing forensics analysis and conducting forensics investigation. Digital forensics experts and investigators may also be called to testify in court about their findings.

In an organization it's more than just computer forensics specialists and searching hard drives for hidden files or recover deleted files. Internet activity, email, shared network storage, cloud services, social media, cellular devices, and cameras. This course helps students understand how to respond to computer incidents. Legal issues involved in responding to computer attack are explored, including employee monitoring, working with law enforcement and handling evidence.

Course Objectives
1. Understand the Digital Forensics Profession and Investigations
2. Learn the phases of data acquisition and methods used to acquire data
3. Gain insights in processing crime scenes, expert testimony, and reports writing in high tech investigations
4. Understand virtual machine, email, social media, mobile device and cloud forensics

5. Create, review and investigate prior organization digital forensics cases using the published data sets.
6. Gain experience working with current digital forensics fools to analyze and validate data.
7. Gain experience working as part of team, developing and delivering a professional presentation
8. Gain insight into certification exams and improve your test taking skills

Credit Hours: 3

Textbook and Reading Textbook	Guide to Computer Forensics and Investigations Sixth Edition. Cengage Learning, 2018, Bill Nelson, Amelia Phillips, Christopher Steuart ISBN: 13: 978-1-337-56894-4
	Required Readings
	The Role of Digital Forensics within a Corporate Organization - http://www.digitalforensics.ch/nikkel06a.pdf
	Five Phases of Forensic Investigation - http://forensicandinvestigativeauditing.blogspot.com/2010/08/five-phases-of-investigation.html
	The importance of developmental validation In Forensic Science - https://blog.bizzmine.com/en/the-importance-of-developmental-validation-in-forensic-science
	Investigating Live Virtual Environments - https://www.sciencedirect.com/topics/computer-science/forensic-acquisition
	Facebook User Data Requests - https://www.cnet.com/news/facebook-law-enforcement-requests-for-user-data-up-9/
	Cloud computing crime poses unique forensics challenges - https://searchcloudcomputing.techtarget.com/feature/Cloud-computing-crime-poses-unique-forensics-challenges
	What Role Does a Computer Forensics Expert Witness Play? - https://discovery.precise-law.com/computer-forensics-expert-witness/
	Ethics in Computer Forensics (Part 1) - https://www.forensicmag.com/article/2014/03/professional-ethics-digital-forensics-discipline-part-1
Optional Reading	Computer Forensic US-CERT -http://www.merriam-webster.com/dictionary/forensic
	Forensic Control - https://forensiccontrol.com/resources/beginners-guide-computer-forensics/
	Emerging Challenges in Digital Forensic - http://www.forensicmag.com/article/2015/12/emerging-challenges-digital-forensics
	Popular Computer Forensic Top Tools -https://resources.infosecinstitute.com/computer-forensics-tools/#gref
	Live vs Dead Computer Forensic Image Acquisition - https://ijcsit.com/docs/Volume%208/vol8issue3/ijcsit2017080331.pdf
	Litigation Holds: Ten Tips in Ten Minutes - https://www.ned.uscourts.gov/internetDocs/cle/2010-07/LitigationHoldTopTen.pdf
	Suspect OKs Amazon to hand over Echo recordings in murder case - https://www.cnn.com/2017/03/07/tech/amazon-echo-alexa-bentonville-arkansas-murder-case/index.html
	Apple vs FBI - https://www.cnbc.com/2016/03/29/apple-vs-fbi-all-you-need-to-know.html
	Popular Cloud Forensic Tools - http://resources.infosecinstitute.com/computer-forensics-tools/#gref
	Experian Data Breach Response https://www.experian.com/assets/data-breach/brochures/response-guide.pdf

	Resource for Rules by State/Country https://www.bakerlaw.com/files/Uploads/Documents/Data%20Breach%20documents/Data_Breach_Charts.pdf
Optional Viewings	Computer and Digital Forensic Career - https://www.youtube.com/watch?v=QPi6fQNwxbI
	Computer Forensic Analyst - https://www.youtube.com/watch?v=K1YklHbHTZY
	Forensic Investigation Process - https://www.youtube.com/watch?v=NmuhGa4QekU
	Understanding Forensic Science - https://www.lynda.com/Security-tutorials/Applying-science-digital-investigations/419360/455990-4.html
	Digital Forensics | Davin Teo | TEDxHongKongSalon - https://www.youtube.com/watch?v=Pf-JnQfAEew
	Mobile devices investigation is a challenging - https://cyberforensicator.com/2018/11/27/forensic-challenges-due-to-encryption-mechanisms/
	Cyber Forensics Investigations, Tools and Techniques - https://www.youtube.com/watch?v=OkFj1ePW2cU
	Live Acquisitions - and Network Forensics - https://www.youtube.com/watch?v=JVTv3JaRfjY
	Capturing RAM from a live system - https://www.youtube.com/watch?v=hRmHm5jQIQo
	Understanding Google Vault - https://www.youtube.com/watch?v=q2HFJb_JP2Q
	Cloud Forensic Discussion - https://www.youtube.com/watch?v=ZvAaTKbPzH8
	Challenges of Cloud Computing -https://arxiv.org/ftp/arxiv/papers/1410/1410.2123.pdf
	Digital Forensics Expert Testifies in Hernandez Trial - https://www.youtube.com/watch?v=aB2cbdinxhQ
	EDiscovery LexisNexis -https://www.youtube.com/watch?v=gUdQAIgxJ5Y
	Ethical Insights: IT Forensics, Ethics and Risks - https://www.youtube.com/watch?v=UiqzV2NNPW8
	Standardizing Data Breach Response https://vimeo.com/191596762
	Social Engineering https://www.youtube.com/watch?v=lc7scxvKQOo
	Social Engineering - https://www.youtube.com/watch?v=PWVN3Rq4gzw
	Hacking - http://digg.com/video/white-hat-wireless-hacking
	US Power Grid Hack -https://www.youtube.com/watch?v=pL9q2lOZ1Fw
Required Reading NIST	NIST - Putting the Science in Forensic Science- https://www.nist.gov/video/putting-science-forensic-science

Week	Readings
1	The Role of Digital Forensics within a Corporate Organization - http://www.digitalforensics.ch/nikkel06a.pdf
2	Five Phases of Forensic Investigation - http://forensicandinvestigativeauditing.blogspot.com/2010/08/five-phases-of-investigation.html
3	The importance of developmental validation In Forensic Science - https://blog.bizzmine.com/en/the-importance-of-developmental-validation-in-forensic-science
4	Investigating Live Virtual Environments - https://www.sciencedirect.com/topics/computer-science/forensic-acquisition
5	Facebook User Data Requests - https://www.cnet.com/news/facebook-law-enforcement-requests-for-user-data-up-9/
6	Cloud computing crime poses unique forensics challenges - https://searchcloudcomputing.techtarget.com/feature/Cloud-computing-crime-poses-unique-forensics-challenges
7	What Role Does a Computer Forensics Expert Witness Play? - https://discovery.precise-law.com/computer-forensics-expert-witness/
8	Ethics in Computer Forensics (Part 1) - https://www.forensicmag.com/article/2014/03/professional-ethics-digital-forensics-discipline-part-1

Week	Labs Assignments	Date
1	Introduction and Class Preperation	Aug. 23
2	Hand-on Project 1-1 Hand-on Project 1-5 Hand-on Project 1-6	Aug. 30
3	Hands-on Project 3-1 Hands-on Project 3-2 Hand-on Project 4-3	Sept. 6
4	Special Projects in Data Acquisition Techniques	Sept. 13
5	Introduction To Network Forensic	Sept. 20
6	Midterm Week and Final Project Part 1	Sept. 27
7	Special Project Network Forensics	Oct. 4
8	Hands-on Project 12-1 Hands-on Project 12-2 Email, Social Media and Cloud Forensics	Oct. 11

9	Special Project Email and Social Media Forensics Review Final Project Part 2	Oct. 18
10	Introduction To Memory Forensics	Oct. 25
11	Special Project Memory Forensics	Nov.1
12	Special Project Ethics and Expert Witness	Nov 8
13	Cyber Challenge Lab and Final Project Part 3	Nov.15
14	Cyber Challenge Lab and Final Project Mock Presentation	Nov. 22
15	Final Exam Week	Dec. 6

Schedule of class topics:

Week	Assignment Topics	Date
1	Introduction to MIS5216 Understanding the Digital Forensics Profession and Investigation	Aug. 23
2	Data Acquisition Processing Crime and Incident Scenes	Aug. 29
3	Working with Windows and CLI Systems Current Digital Forensics Tool	Sept. 6
4	Data Acquisition Techniques Digital Forensics Analysis and Validation	Sept. 13
5	Digital Forensics Analysis and Validation	Sept. 20
6	Midterm Virtual Machine Forensics, Live Acquisitions, and Network Forensics	Sept. 27
7	Special Project Network Forensics	Oct. 4
8	Cloud Forensics Email and Social Media Forensics	Oct. 11
9	Special Project Email and Social Media Forensics Review Final Project Part 2	Oct. 18
10	Expert Testimony in High Tech Investigations and Report Writing for High Tech Investigations Introduction Memory Forensics	Oct. 25
11	Special Project Memory Forensics	Nov. 1
12	Ethics for the Investigator and Expert Witness	Nov.8
13	Cyber Challenge Lab and Final Project Part 3 Review of Final Project and Required Reading NIST	Nov. 15
14	Review Team Project Presentations	Now.22 Nov. 29
15	**Final Exam Week**	Dec. 6

Assignments

The readings, questions, and case study assignments will bring the real world into class discussion while illustrating fundamental concepts.

1. **Readings:** Below is the reading schedule you are responsible for completing. Complete each reading and answer reading discussion questions posted to the class website before the first class:

2. **Answer Questions:** Questions for each week's top will be available in Canvas, under "WEEKLY DISCUSSIONS". You are expected to post your answer to each question on the class website blog by the **Sunday by 11:59 AM** of the week of the class. Provide a thoughtful but brief (paragraph or two) analysis as your answer to each question. ***Late and missing submissions of answers will result in lost credit for the assignment.***

    Post your answers to the assignments, and come to class prepared to discuss all of your answers in-detail.

    Case Studies: Case study analysis will be conducted in four phases:
    i.   <u>Individual preparation and writeup</u> is done as homework assignment questions you answer that will prepare you to contribute in group discussion meetings. It will prepare you to learn from what others say. To fully benefit from the interchange of ideas about a case's problem, however, you must possess a good understanding of the facts of the case and have your own ideas. Studying the case, doing your homework and answering the questions readies you to react to what others say. This is how we learn.

         Answer assigned questions in a way that demonstrates the depth of your understanding of the concerns represented by the case.

         Post your answers to the questions as a PDF or Microsoft Word document to Canvas **by Sunday at 11:59 PM of the week the Case will be covered**.

         Format: Your analysis should be single-spaced pages using 11 point Times New Roman font with one-inch margins, and the entire document should be limited to 1 page (including a diagram of appropriate for answering the question. Do not prepare a separate cover page, instead put your name, the class section number (e.g. MIS5216.701), and the case name in the top-left corner of the header. Add page numbers in the footer of the document. Your assignment should be saved as a PDF/MS word formatted file to Canvas, your file should be named "Discussion#-YourName"

    ii. **<u>Comments on other student's answers to weekly case discussion questions.</u>** Read the answers of others to the discussion questions and contribute at least three (2) substantive posts. Include your thoughtful comments as you participate in the discussion of the answers to questions with your classmates. The posting of the comments is due **by Monday @ 11:59 AM.**

iii. Group discussions/Breakout sessions are informal sessions of give and take. Come to class with your own ideas and leave with better understanding. By pooling your insights with the group you advance your own analysis. Discussions within small groups is also helpful for those uncomfortable talking in large classes to express their views and gain feedback.

iv. Class discussion advances learning from the case, but does not necessarily solve the case. Rather it helps develop your understanding why you need to gain more knowledge and learn concepts that provide the basis of your intellectual toolkit you develop in class and apply in practice.

Below is the schedule for the Case Studies:

Week	Case Studies
1	Chapter 2: Case Project 2-3 : In class Discussion
2	Chapter 4: Case Project 4-3
3	Chapter 6: Case Project 6-1
4	Chapter 9: Case Project 9-2
6	Chapter 10: Case Project 10-3
7	Chapter 11: Case Project 11-2
8	Chapter 12: Case Project 12-1
10	Chapter 12: Case Project 15-4
11	Chapter 12: Case Project 16-4

Below is the schedule for the Team Projects and Challenge Labs:

Week	Challenge Labs and Projects
5	Final Group Project Prep Part 1 Computer Forensic Reference Data Sets (CFReDS
9	Cyber Challenge Lab
10	Final Group Project Prep Part 2 Computer Forensic Reference Data Sets (CFReDS
12	Cyber Challenge Lab Final Group Project Prep Part 3 Computer Forensic Reference Data Sets (CFReDS
13	Final Group Project Prep Part 3 Computer Forensic Reference Data Sets (CFReDS

Participation

Your participation in class discussions is critical. Evaluation is based on you consistently demonstrating your thoughtful engagement with the material. Assessment is based on what you contribute. The frequency and quality of your contributions are equally important.

Team Projects Presentation

Students will be organized into project teams. The teams will receive instruction on the project's topic early in the semester and are responsible for working with the instructor throughout the semester to clarify their understanding of the project's scope and gain feedback to refine and improve their presentation and deliverables.

During Weeks 14 and 15 teams will present their final project. Each will have a total time of 15 minutes to present, following by 10 minutes for questions and answers. The teams not presenting will be responsible for asking questions of the presenting project teams.

Exams

There will be two exams given during the semester. The Midterm and Final exams combine to count towards 30% of each student's final grade. A missed exam can only be made up in the case of documented and verifiable extreme emergency situation. No make-up is possible for the Final Exam.

Below is the exam schedule:

Date	Exam
Oct. 6	Midterm
Dec. 16	Final

Both exams will consist of CISA and CISSP style multiple-choice questions. You will have a fixed time (e.g. 120 minutes) to complete the exam. The exams will be taken online in Canvas.

The Midterm exam will be available for you to take outside of class hours during the week of October 6th 2020. The Final Exam will be available for you to take in Canvas during the same hours of class on December 15 during finals week.

Quizzes

At the end of a certain classes I will provide you with a test taking tip followed by a practice quiz consisting of multiple-choice questions modeled after the content of the CISA, CISSP and Forensics certification exams. Quizzes will count towards your final grade. The goals for the quizzes are twofold:
1) Help you become familiar with technical information security areas requiring additional study and attention
2) Help you gain skills that improve your test taking abilities, prepare you for the midterm and final exams

Weekly Cycle

As outlined above in the **Discussion and Participation** sections, much of your learning will occur as you prepare for and participate in discussions about course content. To facilitate learning course material, we will discuss course material using discussion board, and blogs in between classes. Each week this discussion will follow this cycle:

When	Actor	Task	Type
Thursday	Instructor	Post discussion board case study questions	
Sunday 11:59 AM	Student	Post answers to discussion questions to Canvas	Discussion
Monday 11:59 AM	Student	Post 3 comments to others' answers	Participation
Tuesday	All of Us	Class meeting: Discuss Case Study	Participation

Evaluation and Grading

Item	Weight
Labs	30%
Final Project	20%
Final Exam	20%
Midterm Exam	10%
Discussion	10%
Participation	5%
Participation	5%

Grading Scale			
94 – 100	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	Below 60	F

Grading Criteria
The following criteria are used for evaluating assignments. You can roughly translate a letter grade as the midpoint in the scale (for example, an A- equates to a 91.5).

Criteria	Grade
The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are no mechanical, grammatical, or organization issues that detract from the ideas.	A- or A
The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.	B-, B, B+
The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.	C-, C, C+
The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.	Below C-

Late Assignment Policy
An assignment is considered late if it is turned in after the assignment deadlines stated above. No late assignments will be accepted without penalty unless arrangements for validated unusual or unforeseen situations have been made.
- The exercise assignments will be assessed **a 50% penalty** if they are late. No credit is given for late participation assignments including required posts of comments and In the News articles.
- You must submit all assignments, even if no credit is given. **If you skip an assignment, an additional 10 points will be subtracted from your final grade in the course.**
- Plan ahead and backup your work. *Equipment failure is not an acceptable reason for turning in an assignment late.*

University Policies

TEMPLE AND COVID-19
Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

The full university protocol for COVID-19 and the use of masks or cloth face coverings can be found via this link: https://www.temple.edu/coronavirus

Attendance Protocol and Your Health
Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Video Recording and Sharing Policy
Any recordings permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University. Any unauthorized redistribution of video content is subject to review by the Dean's office, and the University Disciplinary Committee. Penalties can include receiving an F in the course and possible expulsion from the university. This includes but is not limited to: assignment video submissions, faculty recorded lectures or reviews, class meetings (live or recorded), breakout session meetings, and more.

Code of Conduct Statement for Online Classes Online Behavior
Students are expected to be respectful of one another and the instructor in online discussions. The goal is to foster a safe learning environment where students feel comfortable in discussing concepts and in applying them in class. If for any reason your behavior is viewed as disruptive to the class, you will be asked to leave and you will be marked absent from that class. Please read the university policy concerning disruptive behavior:

> *The disruptive student is one who persistently makes inordinate demands for time and attention from faculty and staff, habitually interferes with the learning environment by disruptive verbal or behavioral expressions, verbally threatens or abuses college personnel, willfully damages college property, misuses drugs or alcohol on college premises, or physically threatens or assaults others. The*

result is the disruption of academic, administrative, social, or recreational activities on campus.

Online Classroom Etiquette

The expectation is that students attending online courses will behave in the same manner as if they were in a live classroom. Be courteous and professional in your location, attire and behavior. Specifically, your location should reflect a clean and professional appearance - not a bedroom, crowded conference room, loud restaurant/bar, etc. Your attire should mirror what you might wear to a live classroom. We expect that students will not disrupt class through visuals or verbal outbursts, such as but not limited to, conversations with other people in the room, engaging in inappropriate behavior while you are in class or distracting the class in any other way. In addition, students should refrain from doing something in their online class that they would not do in a live classroom. which includes eating large meals, drinking alcohol, vaping, getting up often and leaving the online class (not staying at their computer). You should arrive on time and leave when the class is over. If there is an emergency of some kind, notify your faculty member via email or the chat function in Zoom.

Online exam proctoring

Proctorio or a similar proctoring tool may be used to proctor exams or quizzes in this course. These tools verify your identity and record online actions and surroundings. It is your responsibility to have the necessary government or school issued ID, a laptop or desktop computer with a reliable internet connection, the Google Chrome and Proctorio extension, a webcam/built-in camera and microphone, and system requirements for using Proctorio or a similar proctoring tool. Before the exam begins, the proctor may require a scan of the room in which you are taking the exam.

Student and Faculty Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed at policies.temple.edu.

Inclement Weather Policy

Please be advised that while Temple University campuses may close for inclement weather, online courses are not on-campus and therefore are still expected to meet. Your instructor will contact you regarding any adjustments needed in the event of a power outage or severe circumstances. Should you have any questions, please contact the professor.

Academic Honesty

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses --

papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

Students who believe that they have been unfairly accused may appeal through the School or College's academic grievance procedure. See Grievances under Student Rights in this section.

Source: http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty

Disability Statement
Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Student Support Services

- The following academic support services are available to support you:
- Student Success Center - https://studentsuccess.temple.edu/
- Online Tutoring - http://www.temple.edu/class/programs/writing/tutoring.html
- Business Communication Center - foxbcc@temple.edu and https://www.fox.temple.edu/institutes-centers/bcc/
- Writing Center - https://www.cla.temple.edu/wconline/
- University Libraries - https://library.temple.edu/webpages/remote-learner-support

- Career Center - https://www.temple.edu/life-at-temple/students/careers-and-internships/career-center)
- Tuttleman Counseling Services - https://counseling.temple.edu/access-services
- Disability Resources and Services - https://disabilityresources.temple.edu/

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry (https://studentcenter.temple.edu/cherry-pantry) and the Temple University Emergency Student Aid Program (https://careteam.temple.edu/emergency-student-aid-0) are in operation as well as a variety of resources from the Office of Student Affairs (https://studentaffairs.temple.edu/).

Temple University's Technology Usage Policy
This site includes information on unauthorized access, disclosure of passwords, and sharing of accounts. https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf