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American Public University System

The Ultimate Advantage is an Educated Mind

**School of Science and Technology
Department of Information Technology
ISSC490: IT Security: Business Continuity
3 Credit Hours
8 Week Course
Prerequisite(s): None**

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Instructor Information

Instructor:
Email:
Phone:
Office hours:

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Course Description (Catalog)

This course discusses both business continuity and disaster recovery planning. Business continuity investigates Risk Assessment & Management, Business Impact Analysis, and Continuity Strategy Development. The strategy component focuses on incorporating preventive measures, sustaining critical functions, planning for emergency response operations, and implementing recovery plans. This course analyzes employee training & development, chain-of-command, communications, policies & procedures, and fire-drills.

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Course Scope

This course provides a solid background for tomorrow's information systems professionals. Business Continuity keeps a balance between the super-technical and the watered-down subject, providing a solid understanding of critical strategies for maintaining basic business functions when and if systems are shut down.

Note to Students: The Resources, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students

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who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.

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Course Objectives

The successful student will fulfill the following learning objectives:

- CO-1: Discuss the basic concepts of business security.
- CO-2: Identify the different components of business continuity planning.
- CO-3: Discuss business continuity planning standards and guidelines.
- CO-4: Identify the structure of a business continuity project.
- CO-5: Describe the types of risk assessment.
- CO-6: Recognize the importance of communications within a business continuity plan.
- CO-7: Describe the basic elements of risk mitigation.
- CO-8: Describe the basic concepts of disaster recovery planning.
- CO-9: Identify core features of disaster recovery and business recovery.
- CO-10: Discuss testing, auditing, and training.
- CO-11: Describe the importance of plan maintenance.

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Course Delivery Method

This B.A. in Information Technology Security Management course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Resources and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week** and include Forum questions (accomplished in groups through a threaded Forum), quizzes (graded electronically), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Resources

Required eText

The Disaster Recovery Handbook by Michael Wallace (Author) and Lawrence Webber (Author) (2010), AMACOM

<http://www.apus.ebib.com.ezproxy1.apus.edu/patron/FullRecord.aspx?p=631136>

Web-based Readings

- <http://www.disaster-recovery-guide.com/start.htm>
- www.sans.org
- <http://www.disasterrecoveryforum.com/>
- http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci752089,00.html
- www.informationweek.com
- www.internetworld.com

Software Requirements

- Microsoft Office (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader ([Click here for free download](#))

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Evaluation Procedures

The grading will be based on eight graded homework assignments, eight Forum postings, three open book quizzes, and a term paper.

1. There will be eight homework assignments during the course. The homework assignments will follow each of the major portions of the course. They are selected to provide the student with information to understand the concepts discussed. Assignments should be prepared in Microsoft Word or an equivalent word processor program and uploaded into the student folder by the due date. Points will be deducted for not following the word count criteria that is listed in the Assignment section of the classroom.
2. There will be eight Forum postings you will need to respond to (you must also respond to a minimum of two classmates postings). Answers should be a paragraph with a **topic sentence** that **restates the question** and **supporting sentences** using the terms, concepts, and theories from the required readings. Each answer should be a **minimum of 300 words**. Points will be deducted for not following the word count criteria. You may **attack, support or supplement** other students' answers using the terms, concepts and theories from the required readings. All responses should be a **courteous paragraph** that contains a **topic sentence** with good **supporting sentences**. You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then **support your position using the terms, concepts and theories from the required readings** to demonstrate to me that you understand the material.
3. Students must make a minimum of **5** classroom Messages or phone contacts with the professor beyond the initial contact during the run of the course. Contacts may consist of providing feedback on Resource, questions, comments, related experiences, etc.
4. There will be three non-proctored quizzes. These assessments will cover selected sections of the textbook. It will be a multiple choice and true/false and will be open book and open note.
5. A term paper is due in week 8 of the course (a minimum of 2500 words). The key to this assignment is to demonstrate your understanding of the Information Security Business Continuity and Disaster Recovery topics covered throughout the course. The paper will follow a conventional report format (introduction, body, conclusion, references) using APA.

Your paper will be graded on the following categories:

- Focus/Thesis
- Content/Subject Knowledge
- Organization of Ideas/Format
- Writing Conventions (Grammar and Mechanics)
- Use of Computer Technology/Applications (i.e. Appropriate use of word processor or spreadsheets as it relates to the finished product)

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>Approx. % of Final Grade</u>
Assignment 1 - 8	80	39%
Forum Posts 1 - 8	80	39%
Contact Points	5	2%
Quizzes (3 total)	15	7%
Term Paper	25	12%
TOTAL	205 Points	

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Grading Scale

Please see the [student handbook](#) to reference the University's [grading scale](#).

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Course Outline

<u>Week</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	CO-1	<ul style="list-style-type: none"> Chapter 1 - Getting Started: Overview of the Project Chapter 2 - Building the Business Case: Measuring the Impact on the Business Chapter 3 - Evaluating Risk: Understanding What Can Go Wrong Week #1 Lecture 	Week 1 Assignment Forum #1
2	CO-2, 3	<ul style="list-style-type: none"> Chapter 4 - Selecting a Strategy: Setting the Direction Chapter 5 - Building an Interim Plan: Don't Just Sit There, Do Something Chapter 6 - Writing the Plan: Getting it Down on Paper Week #2 Lecture 	Week 2 Assignment Forum #2 Paper Topic Due
3	CO-3, 4	<ul style="list-style-type: none"> Chapter 7 - Administrative Plan: Orchestrating the Recovery Chapter 8 - Crisis Management Plan: Minimizing the Damage Chapter 9 - Technical Recovery Plan: Putting Humpty Dumpty Back Together Again Week #3 Lecture 	Week 3 Assignment Forum #3 Week 3 Quiz
4	CO-4, 5, 6	<ul style="list-style-type: none"> Chapter 10 - Work Area Recovery Plan: Getting the Office Up and Running Chapter 11 - Pandemic Plan Chapter 12 - Emergency Operations Center: Take Control of the Situation Week #4 Lecture 	Week 4 Assignment Forum #4 Paper Outline Due
5	CO-5, 6, 7, 8	<ul style="list-style-type: none"> Chapter 13 - Testing Your Plans: Test, Test, Test Chapter 14 - Electrical Service: Keeping the Juice Flowing Chapter 15 - Telecommunications and Networking: Your Connection to the World Week #5 Lecture 	Week 5 Assignment Forum #5 Week 5 Quiz
6	CO-7, 8, 9	<ul style="list-style-type: none"> Chapter 16 - Vital Records Recovery: Covering Your Assets Chapter 17 - Data: Your Most Irreplaceable Asset Chapter 18 - Workstations: The Weakest Link 	Week 6 Assignment Forum #6
7	CO-8, 9, 10	<ul style="list-style-type: none"> Chapter 19 - Customers: Other People to Worry About Chapter 20 - Suppliers: Collateral Damage Chapter 21 - Fire: Burning Down the House 	Week 7 Assignment Forum #7 Week 7 Quiz

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8	CO-9, 10, 11	<ul style="list-style-type: none"> • Chapter 22 - Human Resources: Your Most Valuable Asset • Chapter 23 - Health and Safety: Keeping Everyone Healthy • Chapter 24 - Terrorism: The Wrath of Man 	Week 8 Assignment Forum #8 Paper Due
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Policies

Please see the [student handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. Assignments submitted late without a prearranged extension will be subject to a 10% late penalty. **No late assignments will be accepted after the last day of the course.**

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search

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engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), **accounting, statistics, economics, Spanish**, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
FOCUS/THESIS	<p>Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.</p>	<p>Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.</p>	<p>Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.</p>	<p>Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.</p>	<p>10</p>
CONTENT/SUBJECT KNOWLEDGE	<p>Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.</p>	<p>Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.</p>	<p>The assignment reveals that the student has a general, fundamental understanding of the Resource. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.</p>	<p>Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.</p>	<p>20</p>

CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	20
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	20
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs	20

	understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100