

DECISION PROCESSES FOR BUSINESS CONTINUITY AND DISASTER RECOVERY

SYLLABUS

Instructor: Joni L Jones

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Office Hours: As Posted on Announcements

Textbooks:

1. Howard Raiffa, Ralph L. Keeney, John S. Hammond, John Hammond, Ralph Keeney, *Smart Choices: A Practical Guide to Making Better Decisions*, (2015) Harvard Business Review Press ISBN-13: 978-1-63369-105-6, ISBN: 1-63369-105-5 Use the following link to get free ebook access to **Smart Choices**:
<http://ezproxy.lib.usf.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1282444>
2. David C. Skinner, *Introduction to Decision Analysis* (3rd Edition), (Mar 9, 2009), ISBN-10: 0964793865, Probabilistic Publishing
3. Susan Snedaker, *Business Continuity & Disaster Recovery planning for IT Professionals* (2nd Ed.), (Oct. 8, 2013), Syngress, ISBN-10: 0124105262 Use the following link to get free ebook access to **Business Continuity and Disaster Recovery Planning for IT Professionals**:
<http://ezproxy.lib.usf.edu/login?url=https://ebookcentral.proquest.com/lib/usf/detail.action?docID=1115178>

Course Description

Introduction to decision making and risk assessment skills to plan for and respond effectively to disasters affecting our information systems and critical infrastructures with the goal of maintaining business continuity.

Course Objectives

The goal of the course is to introduce decision making and risk assessment skills to respond effectively to disasters affecting our critical infrastructure. The course is open to students in all majors. Course objectives will be accomplished through two categories of information – (1) helping students develop quantitative skills and frameworks to make decisions and assess risks and (2) apply these skills in the service of protecting critical infrastructure.

The course will include class discussions and presentations to prepare students to develop a business continuity and disaster recovery plan for a selected organization.

Specifically, the course objectives are:

1. To introduce basic data analysis, probability, and statistical analysis.
2. To introduce important decision-making frameworks.
3. To introduce risk assessment frameworks.
4. To make students aware of common decision impediments while analyzing risks.
5. To enable students to plan and develop business continuity plans for critical infrastructures.
6. To enable students to plan and develop disaster recovery plans for critical infrastructures.

The student learning outcomes are:

1. Students will demonstrate an understanding of basic data analysis, probability, and statistical analysis.
2. Students will demonstrate an understanding of common decision-making frameworks.
3. Students will demonstrate an understanding of common risk-assessment frameworks.
4. Students will demonstrate an understanding of how to plan for business continuity
5. Students will demonstrate an understanding of how to plan for disaster recovery

Logistics

- Use the phrase “ISM 6577” in the subject line of your email (no spaces) to help me filter emails.
- In all deliverables and communication, please include your name. **You will lose credit for not doing so.**

- For questions about the course content or any assignment, please utilize scheduled office hours, or call for an appointment. You can also contact me via email. DO NOT USE THE COMMENTS SECTION ASSOCIATED WITH AN ASSIGNMENT...THESE ARE EASILY OVERLOOKED.
- All work should be completed using professional standards. Assignments will be submitted via Canvas and submitted to Turnitin. Please ensure that you cite any material referenced appropriately. If you have any question, please do not hesitate to ask for clarification or assistance.
- To improve the efficiency and effectiveness in delivering course content, each student will be responsible for all items contained or emails sent via Canvas.
- Late Assignments: There are no make-ups for course deliverables. The deliverables and due dates for this course are published at the beginning of the semester and all assignments are available and assessable to be completed from the first day of class. Please do not wait until the last minute to complete the assignment to avoid situations where you are faced with an illness or emergency that prevents you from completing the work by the due date. Deliverables are due by the end of day on the due date (usually this means Sunday 11:55pm).
- Re-grade Policy - All tests and other graded material may be submitted for re-evaluation of the grade by the instructor. To request a re-grade, you must submit a written request within one week of the date the test or assignment was returned. The written request must include a cover sheet that explains (1) The specific test questions or aspects of the assignment that you want re-evaluated and (2) Why the original grade is in error and should be reconsidered.

Business Continuity

In the event of an emergency, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, MS Teams, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Grading

Activity	Unit weight	Total weight
Assessments (5)	10%	50%
Assignment (2)/Discussion (1)	10%	30 %
BC/DR Review Assignment	20%	20%

Grading policy

Total%	Grade	Total%	Grade	Total%	Grade	Total%	Grade
>= 97	A+ (max 10% of class) ¹	>= 87	B+	>= 77	C+	>= 67	D+
>= 94	A	>= 84	B	>= 74	C	<=64	D
>= 90	A-	>= 80	B-	>= 70	C-	< =60	F

ISM 6577 - Course outline*

Week	Topic	Source	Deadlines 11:55 PM
1	Syllabus, defining decision problems	Smart choices, chapters 1 - 6	ProACT Assignment Sunday 11:55 Wk 1
2	Evaluating choices	Smart choices, chapters 7 - 10	Assessment 1 Sunday 11:55 Wk 2
3	Decision analysis	Dec. analysis, chapters 2, 4	Assessment 2 Sunday 11:55 Wk 3
4	Decision Modeling & Probability	Dec. analysis, chapters 7-8	Assessment 3 Sunday 11:55 Wk 4
5	Simulation, Uncertainty and Risk	Dec. analysis, chapters 9 - 11	Simulation Assignment Sunday 11:55 Wk 5
6	Business continuity and disaster	BC & DR, chapters 1 & 4,	Assessment 4

¹ At instructor's discretion

	recovery overview		Sunday 11:55 Wk 6
7	Risk Assessment and Mitigation strategies	BC & DR, chapters 5 & 6	NYBOT Discussion Sunday 11:55 Wk 7
8	BC and DR plan testing and maintenance	BC & DR, chapters 7-9	Assessment 5 DR Plan Review Friday Wk 8 – Last day of class

*In the interests of the class, deviations may be made in the coverage of topics as outlined in the tentative course calendar. However, to help plan your calendars for the rest of the semester, assessment and deadline dates will be non-negotiable after the first day of class.

**All deliverables are due at the end of day (11:55 PM) Sunday except as noted on course outline.

Disaster Recovery Plan Assignment

1. The Executive Summary (pages ES-1 & ES-2), and Chapters 1 and 2 (pages 1-13) [Note: in Acrobat these are pages 11-25] of the *Contingency Planning Guide for Information Technology Systems* from the National Institute of Standards and Technology, 2010. <http://dx.doi.org/10.6028/NIST.SP.800-34r1>
2. Review the *KPMG Checklist for Business Recovery*, in particular the list under “Technology/Management” On Canvas

Read the material on contingency planning and disaster recovery plans as well as your text books to prepare yourself for this assignment.

Deliverables: Paper not to exceed 3000 words. Please cite any material using MLA style if necessary.

Part 1: Describe the process (steps) you would use in any organization to develop a Business Continuity and Disaster Recovery plan

Part 2: Critically review the DR plan attached here: [TXA&MITDisasterRecoveryPlan.pdf](#). Suggest ways to improve, note any missing elements, and provide any other suggestions you have for the development team.

Standard Policies:

Online Proctoring of Quizzes

All students must review the syllabus and the requirements, including the online terms and video testing requirements, to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence.

To avoid any concerns in this regard, students should select private spaces for the testing. Students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor.

Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns.

Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection. Setup information will be provided prior to taking the proctored exam. To use Honorlock, students

are required to download and install the [Honorlock Google Chrome extension](#). For additional information please visit the [USF online proctoring student FAQ](#) and [Honorlock student resources](#).

Online Exam Policy

The following items are **NOT PERMITTED** within quizzes or exams.

- Referencing any external resources (physical or digital) during the exam other than book and notes.
- Receiving any form of assistance while taking the exam either in person or through a digital platform
- Using any devices during the exam such as a cell phone
- Attempting to duplicate, copy, or take screenshots of exam questions or answers
- Leaving the computer during the exam
- Manipulating and/or covering the camera during the exam

Violation of these rules will be considered cheating, subject to the sanctions outlined within the [USF Policy on Academic Integrity Policy](#) including an F on the assignment or an FF in the course.

Course Policy on Acceptable Use of Generative AI Tools

Purpose: The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

Policy:

1. **Definition of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.

2. **Permitted Use:** The use of generative AI tools is permitted for course-related submissions, including assignments, projects, presentations, examinations, and other forms of assessment. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy. *Generative AI tools may be used in weekly assignments and group projects, however generative AI tools are not to be used on unit quizzes/exams or discussion assignments.*

3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes: 1. Citing all AI-generated content used in their submissions. *Use the formatting option from USF Library Guide; please state explicitly how AI-generated content was used in your submission.*

2. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.

3. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments. *[Here you can clearly articulate how you expect students to use generative AI tools]*

4. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.

4. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).

5. **Exceptions:** If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. Students must adhere to these specific instructions.

6. **Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

Please see the university's standard policies at:
<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

Campus Free Expression: The following statement was crafted as a suggested statement to include for courses that engage in discussions and instruction which students may find uncomfortable, unwelcome, disagreeable, or even offensive. These discussions are intended to be objective. [Additional guidance related to HB 7 “Individual Freedom Act” can be found online.](#)

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.