



BA 635 / CS 635 – Disaster Recovery

Fall 2018 – IIG Term Asynchronous Online Course

Instructor Information

Name: Dr. Dani Babb

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Office Hours: Monday – Friday, 10am to 5pm PST

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Websites: <http://cu.learninghouse.com> – online class website

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Course Information

Course Number: BA 635 - CS 635

Course Name: Disaster Recovery Planning

Credits: 3 semester hours

Format: Online. Course Prerequisites: None

Course Description

This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management Program.

Course Objectives

This course examines detailed aspects of incident response and contingency planning consisting of incident response planning, disaster recovery planning, and business continuity planning. Developing and executing plans to deal with incidents in the organization is a critical function in information security. This course focuses on the planning processes for all three areas of contingency planning, incident response, disaster recovery and business continuity, and the execution of response to human and non-human incidents in compliance with these policies.

Learning Outcomes

Upon completion of this course, the successful student will demonstrate their ability to:

- Recognize the need for disaster recovery plans within organizations.
- Develop a complete and accurate disaster recovery plan. • Assess risks that may impact an organization
- Identify data storage and recovery sites.
- Develop plans, procedures and relationships.
- Develop procedures for special circumstances.
- Test the disaster recovery plan.
- Continue to assess needs, threats, and solutions after testing the disaster recovery plan.

Topics will include:

- An Overview of Information Security and Risk Management

- Planning for Organizational Readiness
- Contingency Strategies for IR/DR/BC
- Principles of Incident Response and Disaster Recovery
- Incident Response: Detection and Decision Making
- Incident Response: Organizing and Preparing the CSIRT
- Incident Response: Response Strategies
- Incident Response: Recovery and Maintenance
- Disaster Recovery: Preparation and Implementation
- Disaster Recovery: Operation and Maintenance
- Business Continuity Planning
- Crisis Management and International Standards in IR/DR/BC

Course Requirements

Computer Literacy

Students are expected to be able to use word processing and presentation software, as well as access E-mail, utilize Moodle (including forums, assignment submissions, quizzes), Google Docs and other technological tools that may enhance the content of this course. Please refer to the [CU Distance Education Help Desk](#) for instructions, when necessary.

Required Materials

Michael E. Whitman, Herbert J. Mattord, Andrew Green. *Principles of Incident Response and Disaster Recovery* (2014). Cengage Learning. ISBN: 978-1111138059.
<http://campbellsville.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=42563&catalogId=10001&langId=-1>

Suggested Materials (Optional)

Suggested Handbook

Wallace, Michael and Weber, Lawrence. *The Disaster Recovery Handbook: A Step-by-Step Plan to Ensure Business Continuity and Protect Vital Operations, Facilities, and Assets*. (2011). American Management Association, NY. ISBN: 978-0-8144-1613-6.

Style for Writing

Use the APA format for papers, etc. Use spell check, grammar check, etc., to make sure that your papers are submitted in professional form with no keyboarding or grammatical errors. Resource: *Publication Manual of the American Psychological Association*, 6th Edition. ISBN: 978-1-4338-0561-5.

Suggested Membership

Student membership in the Association for Computing Machinery (www.acm.org) for online access to research materials and a good source for tutorials.

Responsibilities of the Online Student

The following items apply to the student in an online degree or an online course.

The student is responsible for:

1. Having consistent and easy access to a personal computer (Windows or Mac) with a reliable high-speed Internet connection.
2. Gaining access to online courses in the learning management system (LMS).
3. Acquiring all course materials (textbooks, software, etc.) in a timely manner.
4. Knowing and abiding by all applicable policies and procedures as prescribed in the [Bulletin-Catalog](#), [Online Student Handbook](#) and individual course syllabi.
5. Acquiring and maintaining the knowledge base needed to operate successfully in an online course/program.
6. Communicating to and from the instructor via the LMS and the CU student e-mail address.
7. Accessing the online course regularly and complete course activities on time regardless of equipment/technology problems. Students are recommended to log into their course once a day.
8. Observing deadlines as stated on the [academic calendar](#) and in individual course syllabi.
9. Communicating hardships with the advisor and instructor(s) immediately.
10. Paying the online technology fee, if applicable.

A more detailed explanation of policies and procedures governing online courses and degrees is provided in the [Online Student Handbook](#).

What to Expect from an Online Course

An online course is typically going to require significantly more time than a traditional course. The undergraduate student should allow five – eight hours a week to complete all activities prescribed for the week/unit. The graduate student should allow twelve – fifteen hours a week to complete all activities. It is the student's responsibility to login and check for announcements, emails, new discussion postings, assignments or assessments that have been released and complete the work. Also, students should not wait until the last minute to submit assignments or take exams. Technical glitches are a very real possibility. If something does happen while taking an assessment or trying to submit assignments, students should notify the instructor immediately.

What You Can Expect from your Instructor

You can expect that I will....

- Hold you to a high standard.
- Challenge you intellectually.
- Provide constructive feedback on learning activities.
- Log on to the course daily.
- Be responsive to requests for help. Please allow 24-48 hours to respond to emails.
- Refer you to other sources when additional help is needed.

Class Attendance/Participation

As stated in the Campbellsville University catalog, students are expected to attend class regularly. To be counted present, a student in online courses must log-in to their course in the LMS (Moodle) at least once a day and complete those activities as prescribed by the instructor in the syllabus. When the prescribed amount of inactivity has passed or the prescribed number of assignments have been missed (or any combination thereof), the instructor will issue the grade of "WA." This grade, representing administrative withdrawal, acts as the grade of "F" in the GPA calculation.

Revolving Technical Issues

Contact the helpdesk if you have a technical problem accessing the course.

- Problems logging into Moodle – Contact the CU Distance Education Help Desk at (270) 789-5355.
- Other technical problems within Moodle – Contact the 24/7 Help Center at 800-985-9781 or [24/7 Help Center](#).

Course Policies

Citations and References

Unless otherwise noted, all written learning activities should include citations and references, as appropriate, using APA format. ***Students are encouraged to utilize the APA Publication Manual, Sixth Edition for explicit guidance and direction. Failure to cite properly can result in a failing grade.*** Students with questions or concerns about their writing – particularly how to cite and reference appropriately – should contact the instructor or the [writing center](#).

Submitted Work Naming Convention

Save and submit all your work as a MS Word or PDF format file (no other formats are acceptable). Make sure to save your files using the convention *LAST NAME, FIRST INITIAL, COURSE ABBREVIATION, SEMESTER AND YEAR, AND ACTIVITY NAME OR NUMBER*.

Example: Smith_L_BA_495_FA14_CaseStudy1

Time Management and Late Activities

Expect to spend approximately 5-8 hours per week for undergraduate courses and 12-15 hours per week for graduate courses. You should spend approximately 3-4 hours online each week (reading and responding to others) and 1-4 undergraduate hours or 8-11 graduate hours off-line (reading and completing written learning activities). Make sure to give yourself enough time to submit work that represents the best of your abilities and that has been completed without collaboration with other students. *Collaboration without instructor knowledge/permission is considered academic dishonesty and can result in a failing grade for the course.*

Deadlines are an unavoidable part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. The late submission policy is as follows: 10% of the total points will be deducted after the first day the learning activity is late; then there will be an additional **10%** penalty for each additional day late with no assignments being accepted after 7 days. At this point the assignment grade will be a zero. There are no late submissions allowed in discussion forums. Once the module is over on Sunday at 11:59 PM EST, no discussion posts are accepted for a grade.

It is your responsibility to ensure your learning activities are uploaded into Moodle properly and on time. After learning activity upload you can go back into the assignment area in Moodle to ensure your learning activity has been uploaded. It is also your responsibility to allow enough time so that if there is an issue with the upload or a technology glitch, you still have time to upload your learning activity before the due date.

Grading System

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

Letter Grade	Definition	Quality Points per Semester Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Lowest Passing Grade	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdraw	0
WA	Withdraw – Absence	0
X	Final Exam Missed	0

Evaluation of Learning Activities

Timeline for Submission

Please note: Unless otherwise noted, all learning activities are due Sunday by 11:59 PM Eastern Standard Time (EST) and must be posted to Moodle (email or hardcopy are not acceptable).

Exception – last week of class ends earlier in the week. Please review course end dates and make note. Absolutely no work is accepted after the class ends for any reason.

Discussions Forums

Active participation is a must in this course. Each week one or more key discussion questions, activities, debates, etc. will be posted. **Students** will be required to respond to the main discussion with a minimum of 350 words. You must cite and reference a minimum of 2 scholarly sources in each initial post. Students will then also make comments to at least 2 peers with a minimum of 250 words. *Please note that the quantity of responses is not as important as the quality of the responses.*

A running dialog about course topics will be maintained via the Moodle discussion forums. It is expected that you will fully participate in the online discussions. This means posting your own thoughts about the weekly topics and properly cited as appropriate, commenting on others' ideas,

and responding to questions about your own postings. Class participation points will be based more on quality than quantity. While it is relatively easy to post numerous, non-substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward. For example, a meaningful post tends to:

- Provide concrete examples, perhaps from your own experience or cited from the reading
- Identify consequences or implications
- Challenge something that has been posted – perhaps by playing devil's advocate in a professional way
- Pose a related question or issue
- Suggest a different perspective or interpretation
- Pull in related information from other sources with proper citation – books, articles, websites, courses, etc.

Consider your time commitment to our online discussions to be critical to your success as a learner, as well as to the success of the course.

Discussions Forum Details

1. There are **eight (8) discussion topics** worth a total of 320 points for this course.
2. In each discussion, the initial post is worth 20 points and 2 peers replies are worth 20 points. To receive full credit for each discussion, all requirements listed above must be met. Failure to provide quality substantive initial post and peer replies will result in a deduction of points. Failure to provide required sources that are cited and referenced in APA format will result in a deduction of points.
3. The purpose of the discussion forum is to engage students in the knowledge sharing process. Each student is required to: 1 Initiate one major topic focused on the topic for the forum; and 2) actively participating throughout the period of the forum with at least 2 quality engagement postings (responses to other student threads).
4. All contributions must be made in the applicable discussion forum area in Moodle.
5. All contributions must be made during the specified time period for the topic. Each module discussion forum ends on Sunday at 11:59 PM EST (*except in week 8, which is a shortened week*). Contributions made after the due date will not be accepted. Student participation is defined as providing a scholarly entry in the discussion board at a rate of once every two (2) days from the inception of the forum.
6. The primary goal for the discussion forum assignment is to simulate the free sharing of ideas among peers that is typically experienced in graduate courses delivered in the more traditional, face-to-face environment. Evaluating a student's performance on the assignment is not, therefore, very concrete. There are a number of factors that impact the quality of a student's participation. The content of the contributions is, of course, one rather obvious factor, but the context in which the contributions have been made is equally important. In evaluating performance on this assignment, the following factors will be considered:
 - a. **Add value to the content of the discussion by posting well-written, on-topic contributions.**
 - b. Share resources with others by providing support for your contributions in the form of citations from the literature.
 - c. Promote peer-to-peer discourse by:
 - i. **Initiating at least 1 quality major topics of the Forum.**
 - ii. Actively participating throughout the period of the forum with at least 2 quality engagement postings (responses to other student threads). **Respond to 2 postings of others in a timely manner** (before the discussion period ends).

- iii. Each contribution (topic and thread) is expected to be though provoking and scholarly (i.e. "While a database is sometimes consider to consist of a large single site repository, researchers have suggested..." and not simply (i.e. "Oracle is the best", "Yes, I agree" or "Thanks for ...").

d. Note: The grade on this assignment is based upon the overall quality of your participation, as described by the synthesis of the factors listed above (peer-to-peer).

7. Each student is expected to be proficient in the use of the English language. Errors in grammar, spelling, or syntax will affect your grade. As your professor, I will not provide remedial help for writing problems. If you are unable to write clearly and correctly, I urge you to contact the CU Writing Center for remedial help.
8. Stay on topic. Tangential or irrelevant contributions will result in a poor score for the discussion.
9. Include at least 350 words in each initial posting and 250 words in each peer reply. Indicate at least two references in your original post.
10. **Plagiarism will result in a grade of zero for the offending Discussion Forum.** The department chairperson will be notified of the violation. Additional CU penalties may be applicable.
11. Refer to the course schedule for specific topics as well as starting and ending dates for each of the discussion forums.

Discussions will run from Monday to Sunday evening by 11:59 p.m. EST, after which discussion postings will not count for grades. You are expected to participate throughout the week in the discussions (*with at least one posting per theme by Wednesday*) – do not clump them all together on one day (especially at the end of the week). The post to your peer are due between Monday to Sunday evening by 11:59 p.m. EST of the respective week. **Exception – week 8 ends on Saturday and no late posts will be accepted after Friday at 11:59 PM.**

- **Module 1 Discussion Question**

Search "scholar.google.com" for a company, school, or person that has been the target of a network or system intrusion? What information was targeted? Was the attack successful? If so, what changes were made to ensure that this vulnerability has been controlled? If not, what mechanisms were in place to protect against the intrusion.

- **Module 2 Discussion Question**

Search "scholar.google.com" for a company or school that has defined the role of end users in the creation of a contingency plan. Discuss why it is (or is not) important to include end users in the process of creating the contingency plan? What are the possible pitfalls of end user inclusion?

- **Module 3 Discussion Question**

Search "scholar.google.com" for a company or school that has reported issues, problems, concerns about their backup procedures. Discuss the issue of securing backups. There have been several incidents lately in which backup media containing personal customer information were lost or stolen. How should backup media be secured? What about off-site storage of backups?

- **Module 4 Discussion Question**

Search "scholar.google.com" or your textbook. Discuss the technical skills required to have a CSIRT response team consisting of employees with other job duties (i.e., not a full-time CSIRT job category)? Why or why not? What factors will influence their decision?

- **Module 5 Discussion Question**

Search "scholar.google.com" or your textbook. Discuss what role end-users typically play in incident reporting? Should end users be encouraged to report suspicious occurrences? If so, why; if not, why not. What factors typically influence the end-user decision to report (or not report) a potential incident?

- **Module 6 Discussion Question**
Search "scholar.google.com" or your textbook. Discuss ways organizations have built a CSIRT. What are the components to building an effective and successful CSIRT team?
- **Module 7 Discussion Question**
Search "scholar.google.com" or your textbook. Discuss how organizations have faced the challenges that incident handlers are challenged with in identifying incidents when resources have been moved to a cloud environment.
- **Module 8 Discussion Question**
Search "scholar.google.com" or your textbook. Discuss the issues organization's face with regards to the protection of its customer information. How might an organization notify its users that all communications are being monitored and preserved? How will end users typically respond to such announcements?

Graded Assignments (160 points total / 20 points per module)

Graded Assignments may be found at the end of each chapter of the required textbook under the title "Real-World Exercises". Each assignment is due between Monday to Sunday evening by 11:59 p.m. EST. of the respective week. Each student is to select one exercise (per module exercise) from the grouping as identified below. Provide documented evidence, in Moodle, of completion of the chosen exercise (i.e. provide answers to each of the stated questions). Detailed and significant scholarly answers will be allotted full point value. Incomplete, inaccurate, or inadequate answers will receive less than full credit depending on the answers provided. All submissions need to be directed to the appropriate area within Moodle. Late submissions, hardcopy, or email submissions will not be accepted. Originality matches may not be greater than 15% on all written work. If the percentage match is higher than 15%, a grade of zero will be issued. No resubmissions are allowed for work presented with higher than 15% match – no excuses.

- **Module 1 Graded Assignment**
From Chapter 1, page 37, Exercise 1.1
- **Module 2 Graded Assignment**
From Chapter 2, page 81, Exercise 2.2
- **Module 3 Graded Assignment**
From Chapter 3, page 123, Exercise 3.1, 3.2
- **Module 4 Graded Assignment**
From Chapter 4, page 156, Exercise 4.1, 4.2, 4.3, 4.4
- **Module 5 Graded Assignment**
From Chapter 5, page 218, Exercise 5.3
- **Module 6 Graded Assignment**
From Chapter 6, page 257, Project 6.2
- **Module 7 Graded Assignment**
From Chapter 7, page 304, Exercise 7-1
- **Module 8 Graded Assignment**
From Chapter 8, page 359, Exercise 8-2

Disaster Recovery Project Plan Report (100 points)

Develop a Complete Disaster Recovery Plan to be submitted to the executive board of your company.

Only MS Word (.doc, .docx) and Adobe Acrobat (PDF) formats are acceptable. Please note that this is a formal writing, all references (peer-reviewed) must be cited appropriately within the text and clearly avoid plagiarism. The paper should have a minimum of 10 pages, double spaced, and Times New Roman font. A minimum of 5 peer review references must be provided. Reference style is APA. You can also have some web references alongside the stated requirement. Please see class syllabus for additional details.

Disaster Recovery Project Plan Presentation / PPT (50 points)

Create a PowerPoint presentation that will be used alongside your Disaster Recovery Project Plan report that was submitted in week 7. Submit a minimum of 10 slides (not including title or reference page slide). Slides may also contain visuals and/or graph content to enhance your presentation. Include speaker notes of at least 50 words per slide. Use 12-point Times New Roman and APA citations and reference page.

Quizzes/Exams

There will be eight (8) quizzes—1 quiz per chapter for 10 points per quiz.

Grading

Assignment	Points
Disaster Recovery Plan Paper	120 points
Disaster Recovery Plan PowerPoint Presentation	60 points
Weekly Quizzes (8 * 30 pts each topic)	240 points
"Real World Exercises" (8 * 20 pts each topic)	160 points
Discussion Forums (8 * 40 pts each topic)	320 Points
Total	900 Points

The following criteria will be used to determine the letter grade you receive.

A	90-100%	B	80-89%	C	70-79%	D	60-69%		Below 60
	810-900		719-809		628-718		537-627		Below 537

Course Schedule (Starting from 10/15/2018 to 12/07/2018 8-Weeks)

The course will be structured into weekly modules. Weeks will run from 12:01 am Eastern Standard Time (EST) Monday to 11:59 p.m. EST. Sunday.

Module	Topic	Learning Activities	Due Dates
1	Introduction to Disaster Recovery	<ul style="list-style-type: none"> • Reading Assignment: Chapter 1 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 10/21/18 at 11:59 PM EST
2	Preparing to Develop the Disaster Recovery Plan	<ul style="list-style-type: none"> • Reading Assignment: Chapter 2 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 10/28/18 at 11:59 PM EST
3	Assessing Risk and Impact	<ul style="list-style-type: none"> • Reading Assignment: Chapter 3 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 11/4/18 at 11:59 PM EST
4	Prioritizing Systems and Functions for Recovery	<ul style="list-style-type: none"> • Reading Assignment: Chapter 4 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 11/11/18 at 11:59 PM EST
5	Identify Data Storage and Recovery Sites	<ul style="list-style-type: none"> • Reading Assignment: Chapter 5 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 11/18/18 at 11:59 PM EST
6	Developing Plans, Procedures, and Relationships	<ul style="list-style-type: none"> • Reading Assignment: Chapter 6 • Discussion Forum • Written Assignment • Quiz 	SUNDAY 11/25/18 at 11:59 PM EST
7	Developing Procedures for Special Circumstances	<ul style="list-style-type: none"> • Reading Assignment: Chapter 7 • Discussion Forum • Disaster Recovery Plan Report • Written Assignment • Quiz 	SUNDAY 12/2/18 at 11:59 PM EST
8	Testing the Disaster Recovery Plan	<ul style="list-style-type: none"> • Reading Assignment: Chapter 8 • DR Plan PPT • Discussion Forum • Written Assignment • Quiz 	SATURDAY 12/8/18 at 11:59 PM EST Please note this class ends on SATURDAY, December 8.

Student Behavioral Expectations

A student attends Campbellsville University voluntarily and is expected, for the sake of the community, to conduct himself or herself with a high standard of personal behavior. While we realize that it is impossible to create an academic community whose behavioral norms will be acceptable to every person, we believe that it is important to identify the ways in which individual and community concerns can be harmoniously balanced. Personal and communal values must be formed by specific behavioral expectations (rules and regulations). Campbellsville University has defined the values, behavioral expectations, rights and responsibilities that we feel will create an environment in which students can grow spiritually, morally, and intellectually. Of course, a student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions. Behavioral expectations are clustered around the following individual and community values: worth of the individual, self-discipline, academic integrity, property and the environment, and respect for authority.

Student Conduct/Netiquette

All students are expected to know and to follow Campbellsville University policy and procedures that govern the entire college student experience (from admission to graduation) as set forth in admissions materials, the [CU Bulletin-Catalog](#), the [CU Student Handbook](#), and other printed/published materials. This includes a unique form of behavior in online courses called "netiquette."

"Netiquette" stands for "Internet etiquette" and refers to the set of practices which help make the Internet experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications. The following sections provide more information.

General Netiquette for Email, Discussion Boards and Chat Rooms

- Check spelling, grammar, and punctuation before sending your words over the Internet. Chatting and posting are more like speaking, but they are still academic when done for a course. Abbreviated writing that might be appropriate when text messaging might NOT be appropriate in an email. Also, avoid using all lower case words. Clear writing is a form of common courtesy and good manners.
- Write so that the recipient will not attribute unintended nonverbal meanings into the verbal message. Being online will not allow you to use non-verbal cues that are common in face-to-face discussion (i.e. tone of voice, winks, facial expressions). Sarcasm or jokes could be misunderstood. Use your common sense and avoid saying things that MIGHT be offensive to others.
- Emoticons are sometimes acceptable, but if others do not know what they mean, they become useless. Better to use straightforward language. In a formal setting, text-message acronyms should not be used at all (i.e., LOL or AFAIK). And remember, ALL CAPS is often perceived as SHOUTING!
- Think about email, chatting, and posting in the same way as making a verbal comment in a classroom. Any words you post can be made public! When in doubt, leave it out. Decorum is crucial in any online correspondence.
- If you attach documents or photos, be sure they follow the standards of respectful classroom behavior.
- When sending attachments, be sure they can be opened by the recipient of the email (e.g., Word, Excel, PowerPoint, Adobe).

Email Netiquette for Academic Purposes

- Always use your CU email account for official or class-related business.
- Always provide the purpose of the email in the subject line.
- Use an appropriate salutation or greeting to begin an email. “Hey, Dude!” may be an appropriate greeting for a friend, but it is not the type of respectful salutation that you should use when emailing a professor. Professors and staff should be addressed with appropriate title: Dr., Professor, Mr./Mrs./Ms., President, Vice President, etc.
- Conclude your message with complete identification and contact information at the bottom of the email.
- Be brief. Separate ideas into clear, concise paragraphs with spaces in between; do not write one long paragraph containing diverse points and information.
- Do not address several issues in one email; limit emails to one, two, or three related points on the topic in your subject line.
- Use distribution lists sparingly, preferring the Notice Board when there is a mass email to the entire campus community.
- Double check the “To” line in your replies to make sure that the email goes to the right party. Avoid “Replying to All” when you do not mean to.
- When appropriate, use the “Options” icon in Outlook to mark messages as personal, private, or urgent or to request that the message has been received or read.
- When you receive an email, reply within 48 hours, excluding weekends or holidays. Set auto response in “Option” to “Out of Office” if away for an extended time period.

Discussion Board and Forum Netiquette for Academic Purposes

- Pay attention to the discussion question posed by the instructor and answer the question in your posting.
- Label your posting appropriately to fit your message; an automatic reply keeps the instructor and class from looking down the list to find your message quickly. For example, if you’re posting your speech topic for approval, could you find your group members’ postings out of a list of 30 subject lines that say “Re: Speech Topic”?
- Respond to other student postings; after all, this is a discussion that is occurring in an on-line format. To engage in the discussion, read other postings and respond to them directly.
- If other students reply to your posting, respond to their questions or comments. As you would in a face-to-face conversation, acknowledge the person speaking to you.
- If you don’t have anything substantial or constructive to say for your reply, please do not reply. Responses like “that’s nice” do not keep the discussion going.
- For long responses, attach a document and type a message in the discussion box indicating what is in the attachment.

Students who choose to violate these policies are subject to disciplinary action which could include denial of access to courses, suspension, and expulsion.

Academic Integrity

Students are expected to be academically honest. This is not only a matter of academic integrity, but of Christian principle. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted assignment must be the student’s own work. A student is guilty of dishonesty when he/she:

1. Represents the work of others as his/her own.
1. Shares his work with another for the purpose of enabling the other student to submit the work as his/her own.
1. Uses or obtains unauthorized assistance in any academic work.
2. Gives unauthorized assistance to other students.
3. Modifies, without instructor approval, an exam, paper, record, or report for obtaining additional credit.
4. Misrepresents the content of submitted work.

For this class, it is permissible to assist classmates in general discussions of topics. General advice and interaction are encouraged. Each person, however, must develop his or her own solutions to the assigned projects, assignments, and tasks. A student may not use or copy (by any means) another's work (or portions of it) and represent it as his/her own. **If this occurs all concerned parties will receive a grade of zero on the assignment.** If you need help on an assignment, contact your instructor. Assignments must be cited using both in text citations and references. Originality matches may not be greater than 15% on all written work. If the percentage match is higher than 15%, a grade of zero will be issued. No resubmissions are allowed for work presented with higher than 15% match – no excuses.

Title IX

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Please contact the Title IX Coordinator, Terry VanMeter, at 270-789-5016 or twvanmeter@campbellsvill.edu.

Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Campbellsville, Kentucky 42718

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX.

Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). Please contact the [Coordinator of Disability Services](#), Teresa Elmore, at (270) 789-5192 tmelemore@campbellsville.edu or Ashley Abner at (270) 789-5450 alabner@campbellsville.edu to inquire about services.

Verification of Disability

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Reasonable Accommodations:

- Accommodations are provided on an individual basis.
- Accommodations are provided to support the educational development of students with disabilities.
- In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices such as calculators or computers.

Disability Services

Within the office of [Career Services](#), accommodations are provided for students with disabilities. Helping remove barriers is the goal of Disability Services. Students who have a documented physical, psychological, emotional, and/or learning disability can work with Career Services to receive necessary accommodations. Students who want to inquire about required documentation and possible accommodations may contact the office of Career Services by calling (270) 785-5192 or emailing Teresa Elmore temelmore@campbellsville.edu or Ashley Abner at alabner@campbellsville.edu.

Official Email

The @campbellsville.edu extension will be considered the official e-mail address for writing and forwarding electronic correspondence.

Academic Appeal and Complaint Process

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. When the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

Campbellsville University

MISSION STATEMENT

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The University is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The University prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

CORE VALUES

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, masters, and doctoral programs through traditional, technical and online systems
- To provide an environment conducive for student success
- To uphold the dignity of all persons and value diverse perspectives within a Christ-centered community
- To model servant leadership through effective stewardship of resources

MISSION STATEMENT OF THE CENTER FOR DISTANCE EDUCATION AT CAMPBELLVILLE UNIVERSITY

Campbellsville University, in support of its mission, strives to meet the needs of all students including those who may be unable to participate in the traditional university environment. Greater flexibility in scheduling provided by distance education courses allows CU to draw from a pool of students from all areas of society. These courses provide students with the education and tools that they need to reach their goals, whether these goals are professional or personal. Distance education provides an understanding level of education to everyone by removing the traditional barriers of time and place.

Recommended Reading/Interesting Sites

Cook, Jack. *A Six-Stage Business Continuity and Disaster Recovery Planning Cycle*. Advanced Management Journal (07497075). Summer 2015. Vol. 80, Issue 3, p 23-68, 12p. Database: Business Source Premier.

Federal Emergency Management Agency (FEMA). www.fema.gov

Gustin, Joseph F. (2010) *Disaster and Recovery Planning: A Guide for Facility Managers*. 5th edition. Fairmont Press.

OCTAVE Information Security Risk Evaluation, Carnegie Mellon Software Engineering Institute.
www.cert.org/octave

Peterson-Sloss, Celeste. *Technology Disaster Response and Recovery Planning (A LITA Guide)*. Computers in Libraries. Jul/Aug 2015; 35(6), p28. ISSN: 1041-7915. Database: CINAHL.

Rapp, Randy R. *Disaster Recovery Project Management: Bringing Order From Chaos*. West Lafayette, Ind : Purdue University Press. 2011. eBook., Database: eBook Collection (EBSCOhost)

Snedaker, Susan. (2013). *Business Continuity and Disaster Recovery Planning for IT Professionals*. 2nd Edition. Elsevier/Syngress.

Thejendra BS. Edition: *Disaster Recovery and Business Continuity: A Quick Guide for Small Organizations and Busy Executives*. 2nd ed. Ely : IT Governance Publishing. 2008. eBook., Database: eBook Collection (EBSCOhost)

Wallace, Michael; Webber, Larry. *The Disaster Recovery Handbook: A Step-By-Step Plan to Ensure Business Continuity and Protect Vital Operations, Facilities and Assets*. Edition: 2nd ed. New York: AMACOM. 2011. eBook., Database: eBook Collection (EBSCOhost)

Wrobel, Leo A.; Wrobel, Sharon M. In: Artech *Disaster Recovery Planning for Communications and Critical Infrastructure*. House Telecommunications Series. Boston: Artech House, Inc. 2009. eBook.