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11-Core

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Homeland Security & Emergency Management	College/School	School of Management
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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	HSEM	Course #	F445	No. of Credits	3
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COURSE TITLE	Business Continuity and Crisis Management
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Existing Course	Yes	New Course Pending Approval*	
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\*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	
Public (large class)	XX
"O/2"	

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

HSEM F445 Business Continuity and Crisis Management 3 credits

The course serves as introduction to crisis management and organizational continuity from a private sector business crisis and continuity management partnership perspective. The topics include comprehensive emergency management, public and private roles and partnerships for emergency and crisis management, the risk management process, strategic crisis management, contingency planning, training and exercises, emergency response, business continuity and recovery, the role of the crisis management team, and crisis communication. *Prerequisites: HSEM F301 or permission of instructor* (6.0) (3+0)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The designation of this course as oral intensive would greatly enhance its educational value for students entering or preparing to move up the ranks in the emergency management and homeland security profession. Specifically, this course as oral intensive would reinforce our student's ability to:

- Prepare and deliver course related presentations
- Develop effective speaking skills appropriate to the discipline
- Develop media and visual aids to enhance audience comprehension/ interaction
- Interact with audience members and provide meaningful answers to questions

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

**GROUP (medium or large class)** (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 1 ongoing, integrated group project with 5-8 students
- C 2 presentations (minimum of 5 minutes per member)
- D Question & Answer period for both presentations
- E Group and Individual grading
- F Instructor Evaluation/Feedback on all presentations

**PUBLIC (medium or large class)** (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 3 presentations (minimum of 5 minutes each)
- C Question & Answer period for both presentations
- D Instructor Evaluation/Feedback on all presentations


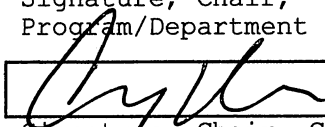
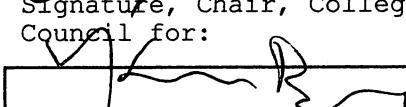
**PUBLIC (small class)** (Regularly enrolling less than 12 students)

- A 15% of the final grade based on oral communication
- B 2 presentations of 20 minutes with Question & Answer or  
3 presentations of 10 minutes with Question & Answer
- C Instructor Evaluation/Feedback on all presentations

**PUBLIC (large class)** (Regularly enrolling 20 or more students)  
"O/2"

- A 7.5% of the final grade based on oral communication
- B 1 presentation (minimum of 5 minutes), and
- C 1 presentation of 8-10 minutes with Question & Answer
- D Instructor Evaluation/Feedback on all presentations

**APPROVALS:**

	Date <span style="font-size: 1.2em;">22 Jan 13</span>
Signature, Chair, Program/Department of:	
	Date <span style="font-size: 1.2em;">1/22/2013</span>
Signature, Chair, College/School Curriculum Council for:	
	Date <span style="font-size: 1.2em;">1-23/13</span>
Signature, Dean, College/School of:	

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair, Senate Core Review Committee	

## **HSEM F445: Business Continuity and Crisis Management (3 credits)**

**Prerequisites: HSEM 301 or permission of instructor**

### **Instructor Information**

Instructor: Cameron Carlson

Office hours: Tue - Thur 1000-1200 (or by appointment)

Office Location: Bunnell 209

Telephone: (907) 474-6537

E-mail: [cdcarlson@alaska.edu](mailto:cdcarlson@alaska.edu)

### **Course Description**

The course serves as an overview to crisis management, business continuity and continuity of operations planning from a private and public sector partnership perspective. The topics include comprehensive emergency management, public and private roles and partnerships for emergency and crisis management, the risk management process, strategic crisis management, contingency planning, training and exercises, emergency response, business continuity and recovery, the role of the crisis management team, and crisis communication.

### **Course Objectives**

Understand the concepts of crisis management, business continuity and continuity of operations planning and apply them to the examination of organizations through class discussions, case studies, and independent student work.

- Understand hazards and disasters and their implications for Business Crisis and Continuity Managers.
- Understand the similarities and differences between public sector continuity of operations planning and private sector crisis and business continuity management.
- Understand the similarities and differences of BCCM and COOP.
- Understand the functions and sub functions of a comprehensive Business Crisis and Continuity Management program and how they are related in an integrated framework.
- Understand the concepts of risk and hazards analysis and the process of conducting a business impact analysis (BIA).
- Understand hazards and disasters and their implications for Business Crisis and Continuity Manager.

## **Course Materials**

Hiles, Andrew. (2011). *The Definitive Handbook of Business Continuity Management*, Third Edition. John Wiley and Sons, Ltd. (Required)

*Harvard Business Essentials on Crisis Management*. (2004). Boston, MA. Harvard Business School Press. (Required)

\*Additional reading assignments have been selected from selected articles and Web Sites.

## **Description of Instructional Methods**

Instructional methodologies, including lecture, facilitated discussion, case studies, small group activities and student presentations, will be used to actively involve each student in the learning process. When possible and practical, learning activities will be processed to include not only "what" was learned, but the "so what" and "now what" in order to complete the learning cycle.

## **Technical Requirements**

This course requires a computer with internet access. Activating a Voice Thread account will also be a requirement (as a presentation tool) for multiple projects throughout the semester. Lastly, students should ensure they have access to their UA email accounts and a Power Point viewer.

## **Evaluation**

**A, B**

**C, D**

**30% Case Study #1 and #2 Research Paper and Presentation:** Each student will conduct a case study analysis and develop a paper and presentation based on a selected case study from the Hiles text. Each case study paper will consist of typed 4-5 page paper, double spaced complete with a cover page. The presentation will consist of a 5-10 minute presentation (Power Point or Keynote) complete with a follow up question and answer period with slides from either. Evaluation and Feedback will be provided for each presentation (80% grade derived from writing requirement, 20% oral).

**25% Quizzes, Discussions, and Participation:** Quizzes will be provided periodically to gauge each student's familiarity of assigned readings; there will be a total of 5 quizzes throughout the semester. Students will also be required to participate in Blackboard discussions forums. A grade will be assigned for answering the discussion board questions and for participating in the discussion by interacting with other students. Links to these forums will be posted in the Assignments folders (10% of the grade derived from quizzes, 10% from discussions, and 5% from participation).

**5% Complete FEMA Independent Study Courses (50 points):** IS- 546, Continuity of Operations Awareness Course and IS 547, Introduction to Continuity of Operations. These courses need to be completed with a minimum score of 70% in order to pass. The certificates earned from the courses will need to be sent to the instructor on the specified due dates.

A, B  
C, D  
*10% Crisis Management Analysis Presentation (100 points):* Each student will be required to prepare a presentation of approximately 10 min on a successful example of an organization which handled a crisis (publicly) in positive manner. This presentation, using either Power Point or Keynote Slides, should be a minimum of 10 min (80% grade derived from writing requirement, 20% oral).

A, B  
C, D  
*30% Business Continuity/Continuity of Operations Plan (300 points):* Two person groups (assigned in the first week) will develop either a Business Continuity or Continuity of Operations Plan "portfolio" (normally of 10-15 pages in length) based upon the analysis of either a public or private sector organization. The portfolio will be developed in consultation with the instructor. A draft copy will be provided for review and comment in week 11 (80% grade derived from writing requirement, 20% oral).

\*This is a writing (w) intensive course. As such, it must meet the guidelines for core writing intensive designator status.

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

\*This is also an oral (O) Intensive course. As such, it must meet the guidelines for the core oral intensive designator status.

1. Each student must take at least two "O/2" designated courses to meet the Core Curriculum requirement for oral intensive coursework.
2. Each student must be involved in the individual preparation and delivery of at least 2 course related presentations one of at least 5 minutes duration and one of at least 8-10 minutes duration, to an audience of about 20 persons.
3. The 8-10 minute presentation, must be a formal individual presentation, and must involve questions from the audience and responses by the presenter.
4. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.

5. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
6. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

## **Grading**

- (2) Case Study Papers and (2) Presentations: 30% (80% written, 20% oral)--300 points total
- Quizzes, Discussions, and Participation: 25% (10% quizzes, 10% discussion, 5% participation) 350 points total
- FEMA IS Classes: 5%--50 points total
- Crisis Management Analysis Presentation: 10% (80% written, 20% oral)--100 points total
- Business Continuity /COOP Plan Portfolio: 30% (80% written, 20% oral)--200 points total

A= 90-100% (900-1000 points)

B= 80-89% (800-899 points)

C= 70-79% (700-799 points)

D= 60-69% (600-699 points)

F= 59% or less (599 points or less)

## **Course Policies**

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

## **Support Services**

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

## **Students with Disabilities**

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-7043). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

## **Class Schedule**

### **Week 1: 21 - 28 Jan.**

-Writing assessment assigned—two page synopsis of: Hiles Chap 7 Crisis Management, Emergency Management, BCM, DR: What's the Difference and How do They Fit Together.  
\*\*Ensure appointment is made with UAF Writing Center.

- Crisis Management Overview (Crisis Management Chap 1-3)
- Taking Stock of Potential Perils-1
- Avoiding the Avoidable-2
- Contingency Planning-3

### **Week 2: 28 Jan. - 4 Feb.**

- Crisis Management Overview (Crisis Management Chap 4-6)
- Crisis Recognition-4
- Containment-5
- Crisis Resolution-6

### **Week 3: 4 - 11 Feb.**

- Crisis Management Overview (Crisis Management Chap 7-8)
- Mastering the Media-7
- Learning from Your Experience-8
- Quiz 1

### **Week 4: 11 - 18 Feb.**

- Hiles Chap 3 The Importance of Business Strategy in Business Continuity Planning
- Hiles Chap 4 Multilateral Continuity Planning
- Introduction to Business Continuity Standards (on Blackboard)
- Introduction to Continuity of Operations Planning (FEMA)

### **Week 5: 18 - 25 Feb.**

- \*Crisis Management Analysis Presentation due
- Continuity of Operations Planning (cont.)
- Hiles Chap 9 Business Continuity Management Methodology
- Quiz 2

**Week 6: 25 Feb. – 4 Mar.**

- Hiles Chap 10 Project Initiation and Control
- Hiles Chap 11 Risk Evaluation and Control: Practical Guidelines for Risk Assessment
- Risk Analysis Exercise
- FEMA IS-546 Certificate due

**Week 7: 4 – 11 Mar.**

- \*Case Study Presentation #1 due
- Hiles Chap 12-1 and 12-2 Business Impact Analysis, Business Impact Analysis: Building a Better Mousetrap
- Quiz 3

**Week 8: Spring break (No Assignments): 11-18 March**

**Week 9: 18 – 25 Mar.**

- FEMA IS 547 Certificate due
- Special Topic - Disaster Recovery Planning (Posted on Blackboard)
- Hiles Chap 13-3 Planning to Recover Your Data: More Options

**Week 10: 25 Mar. – 1 Apr.**

- Hiles Chap 14-1 to 14-3 Strategies for Different Market Sector Discussion
- Quiz 4

**Week 11: 1 – 8 Apr.**

- Hiles Chap 15 Developing and Implementing the Written Plan
- \*DRAFT Business Continuity/ Continuity of Operations Plan due for comment

**Week 12: 8 - 15 Apr.**

- \*Case Study Presentation #2 due
- Hiles Chap 16 Awareness and Training
- Quiz 5

**Week 13: 15 – 22 Apr.**

- Hiles Chap 17-1 and 17-2 BC Plan Testing

**Week 14: 22 – 29 Apr.**

- \*Business Continuity/ Continuity of Operations Plan due (Written Copy)
- Business Continuity Presentations Start

**Week 15: 29 Apr. – 6 May**

Business Continuity Presentations End