

IPM 508: Risk Assessment and Business Continuity

Welcome to URBAN 583/IPM 508. This course is all about protecting organizations. It provides an introduction to the concepts of risk and risk reduction and applies the concepts to the goal of increasing organizational resiliency (survival).

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Overview

The purpose of this course is to enable students to develop a basic understanding of all-hazards continuity planning for private, non-profit and public organizations and to recognize the interdependent nature of our society's infrastructure regarding those organizations.

Course Preview

- 9 lessons
- 27 assignments (3 per week):
 1. One individual assignment per week, contributing to final course project
 2. One discussion assignment per week, contributing to class participation
 3. One glossary discussion assignment per week, contributing to understanding industry terms and adding to class participation
- Final Project that is a culmination of the work performed in the week individual assignments

Throughout the course, the instructor will emphasize the strategic importance of resiliency, risk reduction, crisis management, disaster recovery, and organizational continuity to private, not-for-profit, and public-sector organizations.

Case studies, examples of industry standards, and discussions will keep students actively involved in the learning process.

Learning Objectives

Upon successful completion of this course, the student will be able to:

1. Assess the private sector's impact on the protection of the nation's critical infrastructure including economic recovery and cybersecurity using case studies of recent events and understand the relationship between the public and private sectors when consider business continuity planning and continuity of operations (COOP) planning.
2. Evaluate relevant industry standards along with federal FEMA standards to assess and interpret risk factors, hazards, and critical information as part of a Business Impact Analysis.

3. Design a Planning Team template identifying the selection, roles, and responsibilities of those who would collaborate through the Business Continuity Planning process. Explore the main bodies of knowledge utilized for Business Continuity and COOP and become familiar with common industry terminology.
4. Explain the role and use of recovery strategies as a means to restore business operations to a minimum acceptable level following a business disruption. Include a description of the recovery time objectives developed during the business impact analysis, from perspective of both information technology (IT) as well as non-IT process oriented planning.
5. Identify the ten steps for developing a Business Continuity Program.
6. Develop a Business Continuity Plan for a specified organization using basic business and project management principles to allow for quick, ethical, and effective response to rapidly evolving situations.
7. Identify time-sensitive or critical functions and process and the resources that support the BCP.
8. Develop a recommended training plan for a business continuity team that includes testing and exercise recommendations that evaluate recovery strategies and the plan.
9. Formulate a strategic plan that demonstrates the use of Business Continuity principles, processes, procedures, and activities to increase disaster resilience in private sector organizations.
10. Formulate a strategic plan that demonstrates the use of Continuity of Government principles, processes, procedures, and activities to increase disaster resilience in public sector organizations.

The Online Environment

Your online course offers several advantages to the traditional classroom, including the comprehensive Online Student Handbook, the ability to communicate electronically with students and with your instructor, and links to a rich array of UW Library Services.

Online Student Handbook

This handbook answers questions about your online learning course, such as how to purchase your text, obtain a transcript, and get technical help if you need it. The handbook also provides additional resources, such as how to order books or journals from the library and how to study for an online course.

Communicating with Your Instructor and Student Peers

Discussion Forums allow you to communicate with other currently enrolled students and with your instructor. We encourage you to use the General Discussion Forum to exchange ideas, resources,

and comments about your coursework with other students in this course. This forum is monitored by your instructor.

You can use e-mail to ask the instructor a question or, preferably, post your question in the discussion forum. The instructor will reply to all discussion forum questions on the forum, and to e-mail questions via e-mail.

Course Profile

Please complete your course profile early in the course. This profile is viewable by students and instructors. You may edit it at any time later.

- To add/edit your profile, click the Profile link in the Admin block on the left of the course page.
- To view the profiles of others, click on Participants in the People block and then click on the student's or instructor's name.

UW Library Services

As an online student, you have access to a wealth of Web resources compiled to provide fast, easy access to information that supports your online learning experience. Organized by subject, UW Library Services links you to sites with help for writing and research, study skills, language learning, and library reference materials. All links have been assessed for credibility and reliability, and they are regularly monitored to ensure their usability.

About this Course

Course Prerequisites

There are no prerequisites for this course.

Required Texts

- Bingham, R.D. (ed.). 1991. *Managing Local Government*. Newbury Park, CA: Sage Publications. ISBN 0-8039-3939-6
- Harvard Business School. *Crisis Management: Mastering the Skills to Prevent Disasters*. Harvard Business Essentials Series. Boston: Harvard Business Press, 2004. ISBN-13: 978-1591394372
- Doughty, Ken (ed.). 2001. *Business Continuity Planning: Protecting Your Organization's Life*. Boca Raton, FL: Auerbach Publishing. ISBN 0-8493-0907-7
- Hayden, Ernie. 2020. *Critical Infrastructure Risk Assessment: The Definitive Threat Identification and Threat Reduction Handbook*. Brookfield, CT : Rothstein Publishing. ISBN 978-1-944480-71-4

Optional Reading

- O'Hanlon, Michael E., et al. *Protecting the American Homeland: A Preliminary Analysis*. Washington, D.C.: Brookings Institute Press, 2002. ISBN 0-8157-0651-0

All other readings are online or provided as PDF files. Links will be provided in appropriate lessons.

Course Organization

Lesson/ Week	Lesson Title	Discussions/Project Assignments
1	Continuity Planning and Definitions of Risk	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 1
2	Getting a Program Started and Evaluating Risks	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 2
3	The Business Continuity Impact Analysis	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 3
4	Continuity Strategies	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 4
5	Emergency Preparation and Response	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 5: Begin research for <u>Final Project</u>
6	Developing and Activating a Continuity Plan	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 6
7	Continuity Awareness and Training	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 7

8	Exercise, Audit and Maintenance	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 8
9	Crisis Communications and Coordinating with External Agencies	Individual Assignment, Discussion Assignment and Glossary Assignments for Lesson 9
		Due Wednesday, November 27
Final Project	Business Continuity Plan Submission	Research, Development and Submission for the Final Project

Discussion Forums

Students are required to participate in discussions forums as part of weekly assignments. This represents the participation activity requirement for the course. As such, you'll be expected to do the following in order to receive full credit for each discussion and glossary assignment:

- 1- Do your initial post. Be substantive (i.e. demonstrate reasonable academic effort).
- 2- Reply to other posts from at least other students. These should also be substantive.

Note: Superficial replies such as "I agree!" or "You're right!" do not constitute sufficient academic effort.

Grading and Assessment

Assignments are weighted as shown in Table i.1, below.

Table i.1—Assignments and Percentage of Grade

Component	Percent of Final Grade
Individual assignments (9)	50
Participation in discussion forums	30
Participation in glossary discussion forums*	20

Your Participation grade is based on your participation in all forums, including glossary discussion forums.

You will receive a numeric grade for this course. The numeric grading system used by the University of Washington relies on a decimal scale between 1.7 (low) and 4.0 (high).

For graduate courses, grades below 1.7 are recorded as 0.0 and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A 3.0 cumulative average in graduate work is required to receive a graduate degree.

Grading Criteria

Grades on the assignments will be based on:

- addressing all parts of each assignment;
- providing adequate treatment of each part of the assignment (for example, if an item calls for an explanation of factors involved, an answer that lists factors without explaining them will be inadequate);
- relating your work on the assignments to course readings, lessons, discussions, or supplementary readings as appropriate; and
- documenting your sources (that is, providing citations to published material, government documents, personal interviews).

Assignments that are partially completed will not be graded.

Here are descriptions of the criteria for your performance in this class. If you meet these criteria for all your work, you will be graded appropriately. Instructors may "interpolate" grades between these standards as they see fit.

4.0	Excellent and exceptional work for a graduate student. Work at this level is consistently creative (where appropriate), thorough, well-reasoned, insightful, and well written and shows clear recognition and incisive understanding of the important materials and issues. All assignments submitted are of good professional quality. The value of individual contributions to this course is considerable and positively affects the learning of all participants.
3.7	Strong work for a graduate student. Work at this level sometimes shows signs of creativity, is thorough and well-reasoned, and demonstrates clear recognition and good understanding of the important materials and issues. Assignments submitted lack professional quality but demonstrate effort and concern for quality. The value of individual contributions to the course is strong and occasionally significant.

3.3	Competent and sound work for a graduate student. Work is well reasoned and thorough but not especially creative or insightful. The student shows adequate understanding of the important materials and issues although that understanding may be somewhat incomplete. Work submitted is competent but not remarkable. The value of individual contributions to the course is such that they do not influence the quality of the course one way or the other. This grade indicates neither exceptional strengths nor exceptional weaknesses, but is the grade for "average" graduate performance.
3.0	Adequate work for a graduate student. Work is moderately thorough and well-reasoned, but with some indications that some of the important materials and issues is less than complete and perhaps inadequate for graduate study. The value of individual contributions to the course is minimal. However, the work is above the minimal expectations for the course.
2.7	Borderline work for a graduate student. Work barely meets the minimal expectations and may occasionally fall below them. Understanding of the important materials and issues is incomplete or has not been demonstrated. There is little positive value in the individual contributions to the course and there may even be negative effects on the overall learning. Consistent overall performance at this level would be below that of adequate graduate student performance.