

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.



BUSN341

Course Summary

Course: BUSN341 **Title:** Operational Business Continuity

Length of Course: 8 weeks

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

BUSN341 students are introduced to the range of areas involved in effective continuity planning. Focus is on recognizing and prioritizing natural and man-made continuity threats. Students identify and analyze resources needed to avoid, mitigate, or recover from a threat.

Course Scope:

Students gain the skills to identify mission-critical continuity needs. The course expands on the business student's understanding of the components required to develop and maintain a Business Continuity plan. The course provides the tools to support a manager's role and responsibility related to a comprehensive Business Continuity plan for situations such as pandemics, natural disasters, industrial accidents, severe weather, etc.

This **Business Administration** 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.

Objectives

- CO1. Identify the continuity roles
 - CO2. Prioritize responsibilities
 - CO3. Prioritize threats and vulnerabilities
 - CO4. Analyze continuity measures included in an effective continuity plan
 - CO5. Justify internal and external crisis communications
 - CO6. Evaluate business continuity strategies
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Outline

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Week 1:

Topic(s)

Introduction

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Learning Objective(s)

CO1 Explain the characteristics of a pandemic

Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

- Week 1 Introduction
- Week 1 Discussion

Week 2:

Topic(s)

What is Business Continuity

Learning Objective(s)

CO1. Identify the continuity roles
CO2. Prioritize responsibilities

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

Discussion Week2

Assignment Week2

Week 3:

Topic(s)

Emergency Management

Learning Objective(s)

CO3. Prioritize threats and vulnerabilities

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

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Deliverables:

Discussion week 3

Week 4:

Topic(s)

Impact and Risk Analysis

Learning Objective(s)

CO3. Prioritize threats and vulnerabilities

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

- Week 4 Discussion
- Week 4 Assignment

Week 5:

Topic(s)

Mitigation

Learning Objective(s)

CO4. Analyze continuity measures included in an effective continuity plan

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

Discussion Week 5

Week 6:

Topic(s)

Plans and Procedures

Learning Objective(s)

CO4. Analyze continuity measures included in an effective continuity plan
CO5. Justify internal and external crisis communications

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

Week 6 Discussion

Week 7:

Topic(s)

Testing

Learning Objective(s)

CO6. Evaluate business continuity strategies

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

Discussion Week 7

Week 8:

Topic(s)

Continuous Improvement

Learning Objective(s)

CO6. Evaluate business continuity strategies

Text Readings:

Tucker, E. (2015). Business Continuity from Preparedness to Recovery: A Standards-Based Approach. In *Business Continuity from Preparedness to Recovery*. Elsevier Science & Technology.

Deliverables:

- Week 8 Discussion
- Week 8 Assignment

Evaluation

Grading:

Name	Grade %
Discussions	25%
Introduction	2.8
Week 1	2.8
Week 2	2.8
Week 3	2.8
Week 4	2.8
Week 5	2.8
Week 6	2.8
Week 7	2.8
Week 8	2.8
Assignments	75%
Week 2	18.75
Week 4	18.75
Week 6	18.75
Week 8	18.75

Materials

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.*

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.
- Please note that no formal citation style is required on forum assignments in the School of Business—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

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. The due date for each assignment is listed under each assignment.
- Generally speaking, if arrangements are not made in advance, a late penalty of 10% will be assessed for any assignments submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class, unless prior arrangements have been made with the instructor.
- As a working adult, your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turnitin

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general,

standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum need to be provided mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum will not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week will not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.