

Business Continuity Planning

AP/DEMS 3703
Winter 2024

Course Information

Course Instructor: Alexander Vezina

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Phone: -----

Office Hours & Location: Winter Term
2024 by appointment.

Course Time & Days: Mondays 2:30 – 5:30

Class Location: Vari Hall 1152A

Course eClass site:

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Overview

Course Description

Provides an introduction to the field of business continuity. Continuity management is a holistic management process that identifies potential impacts threatening an organization and provides a framework for building resilience with the capability for an effective response. Prerequisites: AP/ADMS/DEMS 2700 3.00 or AP/ADMS 2400 3.00. Cross-Listing: AP/ADMS 3703 3.00

Course Learning Objectives

This course endeavours to prepare students to facilitate a business continuity program in the field.

Once context through a theoretical framework has been established, students will execute a business continuity program cycle.

Case studies and risk-specific resources are used to reinforce concepts and can be utilized to execution the business continuity program.

As this course is multidisciplinary in nature, students pursuing programs outside of disaster and emergency management may also find this course particularly useful. Students will be able to apply their field of choice to Business Continuity Planning and explore the interactions with their given field.

Topics:

1. Core Concepts
2. Business Continuity program design and overview
3. Risk Assessment
4. Business Impact Assessments
5. Incident Response
6. Business Continuity Strategy
7. Plan Development
8. Implementation Awareness and Training
9. Tests and Exercises
10. Program Maintenance and Evaluation

Course Format and Organization

- 3 hour in-person lectures once a week-

First Session:

- 1.5 Hours: Introduction and Administration
- 1.5 Hours: Course Concept Overview

All other sessions excepting presentation session(s):

- 1-2 Hours: Lecture on and/or Demonstration of Topic.
- 1-2 Hours: Facilitated activity to reinforce topic and explore field specific impact/relevance.

Presentation session(s):

- Timed presentation(s) depending on class size.

Course Content Safety Disclaimer

As a course in Disaster and Emergency Management subjects and their matter such as the following may and likely will be present in material covered in this course:

1. Human Suffering
2. Anti-Social behaviours
3. Coarse Language
4. Graphic Imagery
5. Potentially controversial, offensive and/or disturbing material
6. The consequences of extreme events



Please contact the course director if you have any concerns or requests for accommodation.

Further, due to privacy concerns for the professor and students, video recording of class activities and photography of people in the classroom is prohibited.

Technical Requirements

Collaboration and working together will be expected for this class. As such, having access to a stable, high-speed Internet connection, and a computer including a webcam and microphone, and/or a smart device with these features may be required if groups choose to meet with each other remotely outside of class hours.

Several platforms will be available in this course (eClass) through which students will be able to interact with the course materials, the course director, as well as with one another.

Using Zoom

*Zoom is not required for this course, however if the campus is unavailable and the course needs to continue, it is a resource that can be utilized. Notice will be given if this is the case.

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 4, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

Course information will be communicated to students in class.
Office hours are available by appointment.

Course Expectations

- Planning out how to best take advantage of the course is a significant portion of the first assignment in the course.

Course Schedule

Week/Module Dates	Readings and Activities
Jan 8	Introduction, Administration, and Core Concepts
Jan 15	Business Continuity program design and overview
Jan 22	Risk assessment and the risk matrix
Jan 29	Business impact assessment
Feb 5	Business impact assessment (continued)
Feb 12	Incident response
Feb 19	-----Reading week-----
Feb 26	Business Continuity Strategy
March 4	Plan development
March 11	Implementation awareness and training
March 18	Test and exercises
March 25	Program maintenance and evaluation
April 1	Presentation / Open work period
April 8	Presentation / Open work period

Course Evaluation

Assessment	Due Date	Weight %
Program Design	Feb 16, 2024	5%
Risk Assessment with Matrix	Feb 16, 2024	10%
Business Impact Assessment	March 1, 2024	30%
Incident Response Considerations	April 3, 2024	5%
Strategic Brainstorm	April 3, 2024	5%
Business Continuity Plan	April 3, 2024	5%
Training Matrix	April 3, 2024	5%
Exercise MESL	April 3, 2024	5%
Executive Program Summary	April 3, 2024	5%
Presentation	April 10, 2024	5%
Overall Program Rationale	April 10, 2024	20%
Total		100%

Assessment Descriptions

Program Design:

Executive overview with scope of program and intended resource allocation. An organization is chosen which will apply to all the following assignments in the course.

Risk Assessment with Matrix:

Individual paper with a focus on the execution of a risk assessment including a risk matrix element, design/definition of risk thresholds, and justification of concluded risk values. This paper helps reinforce skills required for the following assignments. This assignment will be handed in before the half way point of the term.

Business Impact Assessment:

A five component multi-assignment document that gives an overview of an organization's vulnerabilities and the way in which a hazard impacts them.

Incident Response Considerations:

A preliminary plan with a focus on the first 30 minutes of an incident.

Strategic Brainstorm:

Heavily research-focused assignment which comprises both researching and filtering potential strategies.

Business Continuity Plan:

A functional document informed by previous assignments. Finding the balance between detail and the needs of the intended audience is the primary focus of this assignment.

Training Matrix:

A document regularly used in human resources, repurposed for business continuity. The goal of this document is to plan for the maximization of strategic effectiveness while minimizing breaches of sensitive information.

Exercise MESL

A standard exercise design document. A simple exercise will be designed using the MESL format. This document incorporates all previous components of the plan to make a baseline roadmap to test organisational preparedness and business continuity program effectiveness.

Executive Program Summary:

Program summary document detailing lessons learned in preparation for the next business continuity cycle.

Presentation:

A brief presentation demonstrating findings, justifying the existence of the business continuity program and its benefits.

Overall Program Rationale:

Final assignment explaining the decisions made throughout the business continuity program.

Submitting Assignments

Students will submit assignments digitally through e-class. In the event this is not possible, students may submit work in-class before the due date.

The assignments have been designed to be completable within one or two weeks of initial assignment. The due dates have been made generous to allow students the maximum time possible and for greater flexibility. This is by design and relates to the first assignment in the course.



Late Work Policy

Late submissions without reasonable exception due to specialized circumstances are subject to a 10% late deduction per day. Alternate contact is provided in the event work must be submitted remotely outside of class time.

As an undergraduate class there is an expectation that all classes will be attended. Further with a 10% grade being applied to attendance and with how the assignments are designed, it is strongly advised that all classes are attended.

Missed Tests and Exams

There are no written tests or exams in this course. This course is entirely comprised of course work deliverables and a presentation.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Course Schedule: Weekly Readings and Activities

Required Course Materials

There are no required course materials.



Optional Materials

There are no required course materials.

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit \(SPARK\)](#). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.

- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [*Senate Policy on Academic Honesty*](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the [*Criminal Code of Canada*](#), which means that you may also be subject to criminal charges.

Using Generative Artificial Intelligence in this Course

Use permitted with citation and in accordance with assessment instructions

Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment or activity, and
- The use of generative AI is documented and cited following citation instructions given in the syllabus.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University's [*Senate Policy on Academic Honesty*](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [*Student Accessibility Services*](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [*accommodations to adherents for observances of special significance*](#). Should any of the dates specified in this syllabus for course

examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York

University's [Guidelines on Access to Student Records and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.

- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).