

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Safety & Security
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HLS 460
<input type="checkbox"/> Hybrid Course (“S,” “W”)	*Course Title (30 character limit)	Business Continuity & EM
<input type="checkbox"/> New Minor (Part III)	*Program Title	Homeland Security
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>01/21/2014</u>	Council on Academic Affairs	<u>2/20/2014</u>
College Curriculum Committee	<u>02/06/2014</u>	Faculty Senate**	<u>NA</u>
General Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	EFFECTIVE ACADEMIC TERM***	<u>Fall 2014</u>
Graduate Council*	<u>NA</u>		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar’s Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Institute new course HLS 460 Business Continuity & EM (Emergency Management).

A. 2. Proposed Effective Academic Term: Fall 2014

A. 3. Effective date of suspended programs for currently enrolled students: NA

B. The justification for this action: HLS 460 is a new HLS elective. It prepares students in an important area of the Homeland Security mission where the student is interested in emergency management in a corporate environment. Course has been taught as a Special Topics course for 2 years and has received good enrollments. Course is normally taught online in an 8-week format.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None—new HLS 460 is taught primarily online by adjunct professors.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: None.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HLS 460 Business Continuity & EM. (3) A. Examines key emergency management-related challenges and opportunities relevant to business and industry, including business continuity planning. Analyzes actions business and industry are taking to enhance their security and preparedness. Credit will not be awarded to students who have credit for HLS 435.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
HLS	460	Fall 2014	AS _____ HS _____ BT _____ JS X _____ ED _____ UP _____	SSEM (needs updated code)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____	JR _____
		N	SO _____	SR _____
		N		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	None
Course Prefix and No.	

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	HLS 435 Business Continuity & EM.
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
School of Safety, Security and Emergency Management

Syllabus for
HLS 460 Business Continuity & Emergency Management
CRN
3 credit hours
Semester

Instructor:
Office:
Mailing Address:
Office Phone:
Email:
Class Period:
Office Hours:

COURSE DESCRIPTION:

Examines key emergency management-related challenges and opportunities relevant to business and industry, including business continuity planning. Analyzes actions business and industry are taking to enhance their security and preparedness.

STUDENTS SHOULD PROCURE THE FOLLOWING TEXTS:

John Laye, **Avoiding Disaster ~ How to Keep Your Business Going When Catastrophe Strikes**, John Wiley & Sons, 2002. ISBN: 978-0-471-22915-5. (This book is a print on demand book. See <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0471229156.html> .)

Yossi Sheffi, **The Resilient Enterprise ~ Overcoming Vulnerability for Competitive Advantage**, MIT Press, Cambridge, MA, 2005. April 2007 Paper ISBN 0-262-69349-6

Course readings also include class handouts available in Blackboard **Course Documents** and additional Internet materials identified in the **Weekly Lessons** section on Blackboard. Students who are unable to access an assigned Internet site should notify the instructor as the web links are subject to change.

STUDENT LEARNING OBJECTIVES:

Through readings, online discussions, and written assignments, students will be able to:

1. **Assess** hazards and disasters and their implications for business and industry emergency management, with a focus on preparedness, continuity planning, and public/private sector collaboration.
2. **Appraise** the characteristics of business disaster preparedness and continuity management plans and possible ways of dealing with impediments to their acceptance and implementation.
3. **Assess** homeland security and emergency management from public and private sector perspectives.
4. **Explain** the concept of resilience and its applicability to business and industry emergency management, particularly preparedness, mitigation, continuity planning, and public/private sector collaboration.
5. **Describe** exemplary public/private sector efforts aimed at addressing some, if not all aspects of the emergency management cycle.
6. **Describe** the capabilities and skills needed by those in the private sector for recognizing and addressing emergency management challenges and opportunities.
7. **Employ** advanced critical thinking skills in assessing course readings and in preparation of course assignments.
8. **Employ** written and oral communication skills in developing a prescriptive analysis of a statement of need and summary description for a business or industry contingency plan.

COURSE OUTLINE:

KEY TO TEXTS IN READINGS/ASSIGNMENTS: John Laye Text: JL; Yossi Sheffi Text: YS

Weekly Deliverables	Topics	Readings/Assignments
<p>Week 1 Deliverables:</p> <p>Self Introduction Posting</p> <p>Student Information Form</p> <p>Reading/Viewing of <u>All</u> Assigned Material</p> <p>Discussion Board Weekly Postings on one of six options</p> <p>Completion of FEMA Independent Study Course IS 394A Or</p> <p>Completion of Alternative Posting Assignment on IS 394A</p> <p>Completion of Course Comments and Progress Tracking Form</p>	<p>Introduction to Business Continuity</p> <p>The Concept of Resilience</p> <p>Assessing Needs</p> <p>Scenario and Options</p> <p>Planning Tools</p>	<p>1)Darrell Darnell, GWU, 6/23/10 Transcript of EMForum.org</p> <p>Presentation: Critical Infrastructure and Key Resources; Protection and Resilience. See http://www.emforum.org/, click on Archives, and search for the presentation by date.</p> <p>2) JL: pp. v - ix and 1 – 42</p> <p>3) YS: pp. vii - ix and 1 - 34</p> <p>4) Emergency Management Guide for Business and Industry (FEMA-141). Sections 1 and 2 http://www.fema.gov/business/guide/index.shtm</p> <p>5) Emergency Management Guide for Business and Industry (FEMA-141). Sections 3 and 4 http://www.fema.gov/business/guide/index.shtm</p> <p>6) Paula D. Gordon, Comparative Scenario and Options Analysis: Important Tools for Agents of Change Post 9/11 and Post Hurricane Katrina," Homeland Security Review, Vol. 1 No. 2 , 2006. Also posted at http://gordonhomeland.com or http://users.rcn.com/pgordon/homeland/optionsAnalysis.html.</p>
<p>Week 3 Deliverables</p> <p>Reading/Viewing of <u>All</u> Assigned Material</p> <p>Discussion Board Weekly Postings on one of six</p>	<p>Topics</p> <p>Mega-Communities</p> <p>Critical Infrastructure Initiatives</p>	<p>Readings/Assignments</p> <p>1)EIIP Virtual Forum "The Megacommunity: A Group Discussion on Cross-sector Collaboration for Preparedness" Wednesday, February 27, 2008. URL for transcript: http://www.emforum.org/vforum/lc080227.htm or see link at http://www.emforum.org .</p>

<p>options</p> <p>Completion of FEMA Independent Study Course IS 547A</p> <p>Or</p> <p>Completion of Alternative Posting Assignment on IS 547A</p> <p>Completion of Course Comments and Progress Tracking Form</p>	<p>Resiliency and Recovery Concerns</p>	<p>2) YS: pp. 75 - 111</p> <p>3) YS: pp. 115 – 154</p> <p>4) YS: pp. 155 – 193</p> <p>5) Please read both and post on either one or both.</p> <p>~ Planning for backup and recovery: the key elements for a successful backup and recovery strategy. See http://www.thefreelibrary.com/Planning+for+backup+and+recovery%3a+the+key+elements+for+a+successful+strategy. See http://www.thefreelibrary.com/Planning+for+backup+and+recovery%3a+the+key+elements+for+a+successful+strategy .</p> <p>~ Ben Charmy, "Digging Out of the Rubble," (with an interview of Mark A. Wegleitner), C-Net News.Com. Available at http://news.com.com/1200-1070-975482.html</p> <p>6) Homeland Security Advisory Council (HSAC) Critical Infrastructure Task Force (CITF) Report http://www.dhs.gov/xlibrary/assets/HSAC_CITF_Report.pdf</p>
<p>Week 4 Deliverables</p> <p>Reading/Viewing of All Assigned Material</p> <p>Discussion Board Weekly Postings on one of six options</p> <p>Completion of EHIP Assignment</p>	<p>Topics</p> <p>Pandemic Flu Planning and Preparedness</p> <p>Contingency Planning</p> <p>Strategic Planning for Business Continuity</p>	<p>Readings/Assignments</p> <p>1)Set of three. Read/view all of the following and write a posting on any one or more of the readings:</p> <p>~ Guidance on Preparing Workplaces for an Influenza Pandemic, OSHA Document at http://www.osha.gov/Publications/influenza_pandemic.html</p> <p>~Portions of the HHS Pandemic Influenza Plan. Read Fact Sheet at http://www.hhs.gov/pandemicflu/plan/factsheet.html along with the "Overview of the Plan" including statement by Michael O. Leavitt, Secretary of Health and Human Services, preface, and an Executive Summary. Links to the "Overview of the Plan" at http://www.hhs.gov/pandemicflu/plan/ .</p> <p>~Michael O. Leavitt, Secretary of Health and Human Services, "Pandemic Flu Preparedness in a Changing World." See http://archive.hhs.gov/secretary/prologueseries/Pandemic.pdf</p> <p>2)Set of three. Read/view all three and write a posting on one or more of the assignments.</p>

<p>Completion of Draft of Briefing Paper Proposal</p> <p>Completion of Course Comments and Progress Tracking Form</p>	<p>Making the Case</p>	<p>~Paula D. Gordon, "A Common Goal for Contingency Planning and Management, Emergency Management, and Homeland Security: Building a Disaster Resilient Nation," article posted February 28, 2005 at http://users.rcn.com/pgordon/homeland/CommonGoal.html or see link at http://gordonhomeland.com .</p> <p>~Taking Initiative: Building Disaster Resistant Communities. Accessible at http://vimeo.com/8748904 . (15 minute video)</p> <p>~Stephen Jordan, US Chamber of Commerce, speaking on Disaster Relief and Recovery, August 27, 2007. View online at http://www.c-spanarchives.org/program/200681-1 .</p> <p>3) YS: pp. 195 – 224</p> <p>4) YS: pp. 225 - mid page 255</p> <p>5) YS: pp. 255 - 285</p> <p>6) Set of four brief readings. Read all and post on any two or all of the following. Feel free to reflect on the relevance of any two or all of the following to the task of trying to convince the head of a business of the need to develop a business continuity plan:</p> <p>~Paula D. Gordon, “Knowledge Transfer: Improving the Process http://users.rcn.com/pgordon/homeland/knowledge_transfer.html or use link at http://gordonhomeland.com.”</p> <p>~Paula D. Gordon, “Recognizing and Addressing Problems of Scientific and Technological Complexity” http://users.rcn.com/pgordon/homeland/problems_scientific.html or use link at http://gordonhomeland.com .</p> <p>~Groupthink (including how to prevent groupthink) a concept coined by Irving Janis. See http://www.valuebasedmanagement.net/methods_janis_groupthink.html .</p> <p>~“Opinions and Social Pressure” by Solomon Asch. See http://www.panarchy.org/asch/social.pressure.1955.html</p>
<p>Week 5 Deliverables</p> <p>Reading/Viewing of All Assigned Material</p>	<p>Topics</p> <p>Cybersecurity And Cyber Vulnerabilities</p> <p>Assessing the Possibility of Cascading Failures involving the Infrastructure</p>	<p>Readings/Assignments</p> <p>1) Postings on this assignment should be based on reading the transcript of the program of the April 2003 PBS Frontline program entitled "Cyber War" at http://www.pbs.org/wgbh/pages/frontline/shows/cyberwar/etc/script.html or search for transcript at http://www.pbs.org .</p> <p>2) Read and post on either one of the following two transcripts of interviews with cyber security experts Joseph Weiss or O. Sami Saydjari. The transcript of the interview with Joseph Weiss is at http://www.pbs.org/wgbh/pages/frontline/shows/cyberwar/interviews/weiss.html and the transcript of the interview with O. Sami Saydjari is at http://www.pbs.org/wgbh/pages/frontline/shows/cyberwar/interviews/saydjari.html .</p>

<p>Discussion Board Weekly Postings on one of six options</p>	<p>Addressing Threats to Cybersecurity and to the Critical Infrastructure</p>	<p>3) US-CERT http://www.us-cert.gov/ "The United States Computer Emergency Readiness Team (US-CERT) is a partnership between the Department of Homeland Security and the public and private sectors. Established in 2003 to protect the nation's Internet infrastructure, US-CERT coordinates defense against and responses to cyber attacks across the nation. " For this assignment, read the brochure entitled "Protect Your Workplace Campaign" at http://www.us-cert.gov/reading_room/brochure_securityguidance.pdf</p>
<p>Completion of EHIP Assignment</p>	<p>Lessons from Y2K</p>	<p>Also read the following descriptions of DHS Cyber Security Initiatives. Click on links below or see links at the bottom of http://www.us-cert.gov/reading_room/distributable.html :</p>
<p>Completion of Briefing Paper Proposal</p>	<p>Lessons from Hurricane Katrina and more recent mega-disasters</p>	<p>~US-CERT ~National Infrastructure Protection Plan ~National Cyber Security Division (NCSD) Cyber Exercise Program Post on any or all of this set of readings.</p> <p>4) For this assignment, read Jeanne Meserve, Mouse Click Could Plunge City into Darkness, Experts Say." CNN.com, September 28, 2007. See http://www.cnn.com/2007/US/09/27/power.at.risk/index.html.</p>
<p>Completion of Course Comments and Progress Tracking Form</p>	<p></p>	<p>Also read the following descriptions of DHS Cyber Security Initiatives. Click on links below or see links at the bottom of http://www.us-cert.gov/reading_room/distributable.html :</p> <p>~Software Assurance ~Cyber Security Preparedness ~Cyber Storm II National Cyber Exercise Post on any or all of this set of readings.</p>
<p></p>	<p></p>	<p>5) Paula D. Gordon, "Strategic Planning and Y2K Technology Challenges: Lessons and Legacies for Homeland Security." Accessed January 26, 2012 at http://users.rcn.com/pgordon/homeland/homeland_strat.html or see link at http://gordonhomeland.com .</p>
<p></p>	<p></p>	<p>6) Please read the following set of four pieces and post on any or all of them:</p>
<p></p>	<p></p>	<p>~Wal-Mart at Forefront of Hurricane Relief by Michael Barbaro and Justin Gillis Washington Post Staff Writers, Tuesday, September 6, 2005 http://www.washingtonpost.com/wp-dyn/content/article/2005/09/05/AR2005090501598.html</p>
<p></p>	<p></p>	<p>~Any two press releases concerning Wal-Mart's preparedness and disaster relief efforts from http://walmartstores.com/Search/?q=Hurricane+Katrina&t=a&p=1&s=r&fd=a&fa=p</p>
<p></p>	<p></p>	<p>~Katrina Relief Effort Fact Sheet from http://www.walmartfacts.com/articles/1988.aspx</p>

		<p>~Katrina Relief: Wal-Mart Commits Additional \$15 Million, Bentonville, Ark. September 1, 2005. See http://www.walmartfacts.com/articles/1992.aspx .</p>
<p>Week 6 Deliverables</p> <p>Reading/Viewing of All Assigned Material</p> <p>Discussion Board Weekly Postings on one of six options</p> <p>Completion of EHIP Assignment</p> <p>Completion of Draft Briefing Paper</p> <p>Completion of Course Comments and Progress Tracking Form</p>	<p>Topics</p> <p>Building Disaster Resistant Communities</p> <p>Project Impact</p> <p>The Case for Mitigation</p> <p>The Case for Preparedness</p> <p>National Security Concerns</p>	<p>Readings/Assignments</p> <p>1)Set of two. View one and read the other and post on either one or both.</p> <p>~Taking Initiative: Building Disaster Resistant Communities See http://vimeo.com/8748904 (15 minute video).</p> <p>~An excerpt from General Honore's book entitled: Survival: How a Culture of Preparedness Can Save You and Your Family from Disasters. See http://books.simonandschuster.ca/Survival/Lt-Gen-Russel-Honore-%28U-S-Army-ret%29/9781416599005/excerpt_with_id/10920 .</p> <p>2) Set of three:</p> <p>~Project Impact Report from 1998 For an interesting report on Project Impact from 1998, see University of Delaware Disaster Research Center FINAL PROJECT IMPACT Report http://dspace.udel.edu:8080/dspace/bitstream/19716/1144/1/FPR40.pdf</p> <p>~<u>Mitigation Cost/Benefit Analysis:</u> Natural Hazard Mitigation Saves: An Independent Study to Assess the Future Savings from Mitigation Activities. "On December 19, 2005, the National Institute of Building Sciences (NIBS) released a ground-breaking report on mitigation and its benefits. A major finding of the report is that for every dollar that FEMA spent in mitigation grants over a several year period ending in 2003, there was a nearly 4 to 1 savings for every dollar spent. In addition to savings to society, the federal treasury can redirect an average of \$3.65 for each dollar spent on mitigation as a result of disaster relief costs and tax losses avoided". A conclusion in the report was that by focusing more attention on mitigation communities will be more "physically, socially, and economically resilient in coping with future hazard impacts." The report can be found at http://www.nibs.org/index.php/mmc/projects/archives/nhms/ .</p> <p>~<u>Preparedness Cost/Benefit Analysis:</u> Andrew Healy and Neil Malhotra (2009). "Myopic Voters and Natural Disaster Policy," American Political Science Review, 103(3) 2009 Abstract: Do voters effectively hold elected officials accountable for policy decisions? Using data on natural disasters, government spending, and election returns, we show that voters reward the incumbent presidential party for delivering disaster relief spending but not for investing in disaster preparedness spending. These inconsistencies distort the incentives of public officials,</p>

		<p>leading the government to under invest in disaster preparedness, thereby causing substantial public welfare losses. We estimate that a dollar spent on preparedness is worth about fifteen dollars in terms of the future damage it mitigates. By estimating both the determinants of policy decisions and the consequences of those policies, we provide more complete evidence about citizen competence and government accountability. [NOTE: The above abstract is all you need to read regarding this article.]</p> <p>In your posting, address the ways in which any or all of these excerpts might potentially affect planning and preparedness efforts.</p> <p>2)USA - NFPA Standard 1600 on Disaster/ Emergency Management and Business Continuity Programs, Beginning pages: pp. 1600-1 to pp. 1600-16 at http://www.nfpa.org/assets/files/pdf/nfpa1600.pdf . In your posting, mention highlights that you find particularly pertinent to your briefing paper topic and/or your interests in business continuity planning.</p> <p>4) Set of five brief readings. The first four of these have been assigned before. Set of five brief readings. Read all and post on any two or all of the following. Feel free to reflect on the relevance of any two or all of the following to the task of trying to convince the head of a business of the need to develop a business continuity plan:</p> <p>~Paula D. Gordon, "Knowledge Transfer: Improving the Process http://users.rcn.com/pgordon/homeland/knowledge_transfer.html or use link at http://gordonhomeland.com."</p> <p>~Paula D. Gordon, "Recognizing and Addressing Problems of Scientific and Technological Complexity" http://users.rcn.com/pgordon/homeland/problems_scientific.html or use link at http://gordonhomeland.com .</p> <p>~Groupthink (including how to prevent groupthink) a concept coined by Irving Janis. See http://www.valuebasedmanagement.net/methods_janis_groupthink.html .</p> <p>~"Opinions and Social Pressure" by Solomon Asch. See http://www.panarchy.org/asch/social.pressure.1955.html Paula D. Gordon, "Knowledge Transfer: Improving the Process http://users.rcn.com/pgordon/homeland/knowledge_transfer.html or use link at http://gordonhomeland.com.</p> <p>~Paula D. Gordon, "A Common Goal for Contingency Planning and Management, Emergency Management,</p>
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		<p>and Homeland Security: Building a Disaster Resilient Nation" http://users.rcn.com/pgordon/homeland or use link at http://gordonhomeland.com .</p> <p>5) Read Business Continuity Planning : A Primer for Management and IT Personnel Prepared by John Williamson at http://www.allhandsconsulting.com/to07a.PDF and</p> <p>Look over resources on Preparedness Planning for your Business at http://www.ready.gov/business (Accessed January 27, 2012.)</p> <p>Post on one or the other or both.</p> <p>6) Read article from HSDailyWire.com entitled "U.S. power grid is increasingly vulnerable to attack," published 19 October 2007. See http://hsdailywire.com/single.php?id=4869 .</p> <p>and</p> <p>View the last 12 minutes of the C- SPAN video of Aspen Institute Program on Security and International Engagement. This excerpt begins at 1:11:14 into the video. Jan 17, 2012 Secretary Janet Napolitano, Retired General James Jones, and Director John McLaughlin talked about homeland security and efforts to engage the international community. They discussed transportation security, cyber threats, and efforts to combat violent extremist groups.... 1 hour, 22 minutes Video at http://www.c-spanarchives.org/program/EngagementP</p>
<p>Week 7 Deliverables</p> <p>Reading/Viewing of All Assigned Material</p> <p>Discussion Board Weekly Postings on one of six options</p> <p>Completion of</p>	<p>Topics</p> <p>Preparedness and Planning</p> <p>Disaster Recovery</p> <p>InfraGard</p> <p>U.S. Secret</p>	<p>Readings/Assignments</p> <p>1)Please read the following web pages and set of Materials and post on any or all of them:</p> <p>~SBA Disaster Preparedness webpage at http://archive.sba.gov/services/disasterassistance/disasterprepa</p> <p>~“Planning Can Cut Disaster Recovery Time, Expense” at http://www.emd.wa.gov/about/documents/Business_HowtoPrepare.pdf.</p> <p>~Planning for 2009 H1N1 Influenza: A Preparedness Guide for Small Business at http://www.flu.gov/planning-preparedness/business/smallbiz.html</p> <p>2)Set of readings on the InfraGard (FBI) and the U.S. Secret Service Electronic Crimes Task Force</p> <p>~InfraGard at http://www.infragard.net/ "InfraGard is an information sharing and analysis effort serving the interests and combining the knowledge base of</p>

Briefing Paper Completion of Course Comments and Progress Tracking Form	Service Electronic Crimes Task Force	<p>a wide range of members."</p> <p>~"About InfraGard" at http://www.infragard.net/about.php?mn=1&sm=1-0.</p> <p>~U.S. Secret Service Electronic Crimes Task Force http://www.ectaskforce.org/index.htm .</p> <p>3-6)Please read and comment on the Briefing Paper of the person whose number follows yours on the Numbered Roster. NOTE: If the person whose Briefing Paper you are to read and post on has not as yet posted, select any other Briefing Paper to read and post on. Postings should be posted as "Replies" to the Briefing Paper. There is an extension of the due date for short postings to the last day of the week.</p>
Week 8 Deliverables Reading/Viewing of All Assigned Material Discussion Board Weekly Postings on a Student's Final Briefing Paper Completion of Course Comments and Progress Tracking Form	Topics Critiquing of Final Briefing Papers	Readings/Assignments 1-6) Please read and comment on the Final Briefing Paper of the person whose name precedes yours on the Numbered Roster. (For instance, if you are Number 1, read and comment on Number 2's Paper.) NOTE: If the person whose paper you were to read and post on has not as yet posted, select any other paper to read and post on.

The instructor reserves the right to alter the above course outline in order to accomplish the course objectives.

COURSE METHODOLOGY:

This is an online course using EKU's Blackboard Learning System. This class will consist of weekly readings, homework assignments, discussion board postings, and writing assignments as detailed under **Weekly Lessons**. Students are expected to complete all assigned readings from the texts and other related assigned materials, submit assignments on dates due, and be fully prepared to discuss salient points in class. Students should have an adequate working knowledge of Blackboard. Discussion board participation is mandatory.

COURSE CORRESPONDENCE POLICY:

- Any email correspondence regarding the course must include the specific course ID (HLS 460) as the first letters of the subject line.
- The course ID (HLS 460) should be followed by a space and a distinctive subject (e.g., HLS 460 Discussion Board Question).

- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information. Use of an email address other than the ECU assigned email address is not recommended.

ASSIGNMENT LOCATION:

All assignments that need to be completed and submitted during the course (i.e., homework assignments, papers) are detailed in the **Weekly Lessons**. If you have any trouble downloading documents please let your instructor know as soon as possible. Assignments are due as indicated in the **Syllabus** or **Assignments** tab.

VIRTUAL OFFICE:

The Blackboard **Virtual Office** discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

CLASS LOUNGE:

The Blackboard **Class Lounge** discussion forum is a place to get to know your classmates. Introduce yourself and find out about others who are taking this course. Nothing in this discussion board will be graded. It is analogous to the student center on campus: a place to socialize with other students.

COURSE REQUIREMENTS:

	Weekly Cumulative Points Possible	Points Possible
<p>~ Self Introduction Posting including a statement of interest in the subject of the course: 100 - 150 words posted on a designated Forum on the Main Discussion Board (Week 1 only)</p>	20	20
<p>~ Student Information Form: Completed form transmitted via e-mail to the Instructor at paula.gordon@eku.edu . (Week 1 only) (Form is at the end of the Syllabus.)</p>	20	20
<p>~ Reading and Viewing of <u>All</u> Assigned Material: This includes careful reading or viewing of one of the specifically assigned readings or videos, viewing of all videos, and skim reading of all readings and all other new postings on the Forums of the Discussion Board. (Weeks 1 - 8)</p>	30	240
<p>~ Discussion Board Weekly Postings: One 100-150 word posting on one of the specifically assigned readings or videos and one 50- 100 word posting of comments on any other assignment or posting. (Both are to be posted on the Forum for the designated week on the Discussion Board.) (Weeks 1 - 8)</p>	25	200
<p>~ Completion of Three FEMA Independent Study (IS) Courses or Alternative FEMA IS Course Postings: As proof of completion of each course, the complete time-dated automatically generated e-mails from FEMA certifying the satisfactory completion of each course must be transmitted to the Instructor via e-mail at paula.gordon@eku.edu . (Completion of an Alternative FEMA IS Course Posting Assignments can be substituted.) (Weeks 1, 2, and 3)</p>	40	120

~ Completion of Two EIIP Assignments:

100 - 150 word posting on each assignment to be posted on the designated Forums on the Discussion Board (Weeks 4 and 5) 30 60

~ Completion of Draft and Final Version of the Briefing Paper Proposal:

to be posted on the designated Forums on the Discussion Board (Weeks 4 and 5) 30 60

~ Completion of Draft Briefing Paper

A draft briefing paper of 600 – 1000 words to be posted on the designated Forum on the Discussion Board (Week 6) 30 30

~ Completion of Briefing Paper:

A briefing paper of 1000 - 1200 words to be posted on the designated Forum on the Discussion Board (Week 7) 170 170

~ Course Comments and Progress Tracking Form: completed form for each Week transmitted to the Instructor via e-mail to the Instructor at paula.gordon@eku.edu . (Weeks 1 – 8) 10 80

Total Points Possible

1000

GRADING SCALE:

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

VIEWING YOUR GRADE IN BLACKBOARD:

You may view your assignment grade summary at any time under the **Tools** button on Blackboard in the **My Grades** Link. Grades will typically be updated bi-weekly. However, circumstances may dictate that grades be updated more or less frequently. You will receive feedback on your work in a timely fashion so you can make adjustments to future assignments and bring your grade up.

IMPORTANT DATES:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Last Date to Withdraw:

Course Ends:

ACADEMIC HONESTY POLICY:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

STUDENTS WITH DISABILITIES:

If you are registered with the Office of Services for Individuals with **Disabilities**, **please obtain your accommodation letters from the OSID and** present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

STUDENT CONDUCT:

Class Attendance: Students are expected to participate in EVERY discussion board question, and complete all assignments on schedule. Failure to participate in discussion boards and failure to submit assignments on time will result in no credit being awarded for the discussion board or assignment. Extensions might be given by the instructor in extenuating circumstances, and with prior approval from the instructor. The instructor will always reserve the right to determine if an extension is warranted.

Preparation: Students are expected to be properly prepared for all classes. Assignments more than one week late will not be accepted. Assignments lose one letter grade for every two days they are late.

Respect: Students are expected at all times to act with respect towards each other, and professor. Students are expected to attend class, to be prepared, read class lectures, and to participate in class discussions and exercises. Disrespectful and/or disruptive conduct is not permissible. Making belittling, offensive, and/or profane remarks, and/or making verbal and physical threats via the Internet are unacceptable.