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(email electronic copy to [fysenat@uaf.edu](mailto:fysenat@uaf.edu))

**REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR**

**SUBMITTED BY:**

Department	Emergency Management Program	College/School	School of Management
Prepared by	C. Carlson	Phone	474-6537
Email Contact	<a href="mailto:cdcarlson@alaska.edu">cdcarlson@alaska.edu</a>	Faculty Contact	C. Carlson

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 #	F456 (W)	No. of Credits	3
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COURSE TITLE	Leadership and Influence During Crisis
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Existing Course	Yes	New Course Pending Approval*	<input type="checkbox"/>
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\*Must be approved by appropriate Curriculum Council.)

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

HSEM F456 Leadership and Influence During Crisis 3 credits  
 This course focuses on the challenges faced by those who serve as leaders during crisis and emergency circumstances. During emergency circumstances, leading others, being able to influence and motivate them during periods of crisis is critical. Topics including leadership and followership, crisis decision making, fear and emotion and the unique circumstances of an emergency manager/homeland security professional are examined. Cross listed with LEAD 456.  
*Prerequisites: HSEM F301 or permission of instructor. (3+0)*

\* adding HSEM 301; ENGL 111; 211 or 213 or permission of instructor as prerequisites under separate (minor) change of course form

**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.

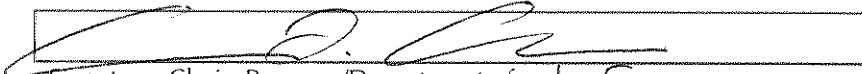
The designation of this course as writing intensive would greatly enhance its educational value for students entering or preparing to move up the ranks in the emergency management and homeland security profession. Specifically, this course as writing intensive would reinforce our student's ability to:

- a. draft and revise written material
- b. develop ideas by using supportive evidence appropriate to the discipline
- c. communicate for a variety of purposes and audiences within the discipline
- d. use writing to reflect on what has been learned as part of the program.


The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)



- A A majority of the final grade is derived from writing activities
- B A research paper/project
- C Personal conference with the student

**APPROVALS:**

	Date	28 Sep 2011
Signature, Chair, Program/Department of:	Emergency Management	

	Date	18 Oct 2011
Signature, Chair, College/School Curriculum Council for:		

	Date	10/18/11
Signature, Dean, College/School of:		

<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</b>		
	Date	
Signature, Chair, Senate Core Review Committee		

## **Course Syllabus: HSEM 456**

### **Leadership & Influence During Crisis (W) --3 credits**

**Prerequisites:** HSEM 301; ENGL 111 or 211 or 213 and upper division standing

**Location:** Bunnell xxx

**Time Mon 0:00 – 0:00**

**Instructor:** Cameron Carlson

Director, Emergency Management & Homeland Security Program  
School of Management, University of Alaska Fairbanks

Office: 213 E Bunnell  
Office Hours: TBD  
Telephone: 474-6537  
e-mail: cdcarlson@alaska.edu

### **Course Description**

This course focuses on the challenges faced by those who serve as leaders during crisis and emergency circumstances. During emergency circumstances, leading others, being able to influence and motivate them during periods of crisis is critical. Topics including leadership and followership, crisis decision making, fear and emotion and the unique circumstances of an emergency manager/homeland security professional are examined.

### **Course Objectives**

- Understand the differences day-to-day management and a leadership during a crisis or in extremis circumstance.
- Leadership from within.
- Leadership and Followership.
- How to facilitate change.
- The use of personal influence.
- Learning about Fear and Emotion.

### **Course Text Books**

In Extremis Leadership: Leading As If Your Life Depended On It (2007)  
Kolditz, Thomas A., Leader to Leader Institute

Leadership and Influence, IS-240., Federal Emergency Management Institute

(to be posted on Blackboard)

### **Additional Reading**

Additional reading assignments have been selected from articles and Web Sites. Where possible, the course author has obtained permission to include session handouts of the assigned reading.

### **Instructional Method**

The course format includes lecture, class discussions, reading assignments and internet-based assignments via Blackboard. Case Study and Leadership Profile presentations will additionally be utilized as part of the instructional method with guest speakers facilitating discussions through lecture and questions developed as a class.

Recommended preparation: 2-4 hours weekly beyond class instruction

### **Evaluation**

Weekly Reviews/Discussion Management 15%.

(Students are required to turn in a review of the assigned weekly readings at the beginning of each class. The review is to be two pages (typed), font 12, Arial — double spaced. Additionally, students will be prepared to lead discussions/contribute to the lecture.

Quizzes will account for 10% of the overall grade. (True-False, Fill in the blank, Multiple choice, Short answer)

A Mid Term will account for 20%. (Essay)

**A** Written Projects = 55%

**B** 1. Case study paper: Each student will complete a case study based upon the research and analysis of significant leaders who managed during the time of a significant crisis or disaster. The development of the case study figure (s) selected will be developed in consultation with the course instructor. The case study is to be original work, 8 – 10 pages long, size 12 font, Arial one inch margin, double spaced. A cover page (author name and topic) and a reference page (s) are to be included. Case study papers must include subtopics clearly marked per guidelines attached. 35 % of total

2. Two leadership profile presentations are scheduled throughout the course sessions, and will be either 15 minutes long if an individual presentation, or 30 minutes for presentations by a pair of students. Students will allow time for questions and answers within the time allotted. Presentations may be illustrated by power points, photos, or other media. Written narrative paper accompanying both leadership profile presentations is to be between 4-6 typed pages in length. 20% of total

### **Grading**

Weekly Reviews/Discussion Management (Participation) = 15% (150 points)

Quizzes = 10% (100 points)

Mid Term = 20% (250 points)

Written Projects = 55% (500 points)

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59 % or les

### **Course Policies:**

Students are expected to attend and participate in both the class and discussions generated. Students will be penalized for the late submission of class assignments and for non—attendance (outside of emergency or mutually agreed upon circumstances).

Plagiarism on assignments and cheating on exams will not be tolerated. Students caught plagiarizing or cheating will be disciplined according to the appropriate University of Alaska guidelines.

### **Support Services:**

Students are encouraged to schedule and initial an initial appointment and utilize the UAF Writing Center in 801 Gruening, ph 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 classroom 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 support to assist you in meeting the goals of the course.

**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.

### **Course Schedule**

**Week 1** Introduction, definitions, descriptions of emergencies, disaster & catastrophes. Introduction to leadership issues \*Handout Writing Assessment and ensure appointment is made with UAF Writing Center.

**Week 2** Leadership and Influence Unit 1. Course Intro from FEMA Course Manual (is-240) Case Study examination from unit 1. (Writing Assessment Due)

**Week 3** In Extremis Leadership Chp 1 – Key Characteristics of In Extremis Leaders (Discuss Written Feedback with each Student)

**Week 4** Leadership and Influence Unit 2 – (Leadership from Within)  
(Complete Self Assessment)

C

**Week 5** Leadership and Influence Unit 3 (Facilitating Change)  
\*\* Leadership Profile Presentation /Paper #1

**Week 6** Leadership and Influence Unit 4 (Building and Rebuilding Trust)

**Week 7** Leadership and Influence Unit 5 & 6 (Personal Influence and Political Saavy & Fostering a Leadership Environment)

**Week 8 Mid Term**

**Week 9** In Extremis Leadership Chp 3: The In Extremis Leadership Model

**Week 10** In Extremis Leadership Chapter 2 – In Extremis Lessons for Business

**Week 11** In Extremis Leadership Chapter 4 – Learning about Fear and Leadership from Dangerous Settings

**Week 12** Leadership Profile Presentation/Paper #2 \*\* (Submit Case Study Draft Paper/Project for Review/Comment)

**D**

**Week 13** In Extremis Leadership Chapter 5 – Leading when Tragedy Strikes  
Case Study Feedback/Conf w/ Students

**Week 14** In Extremis Leadership Chapter 6 – Building Teams that Build Leaders  
Case Study Feedback/Conf w/ Students

**Week 15** Student led Case Study Discussions

**Week 16** Student led Case Study Discussions (cont) \*Case Study Paper Due