Goals of the Course
In this course, you will learn how to create a successful counterterrorism learning simulation by using your knowledge from participation in a previous simulation as well as theory from subject matter experts in: leadership, decision making, advocacy & articulation, teamwork, and information management.

Official course description
The Counterterrorism Simulation Design course provides a unique opportunity for students who have previously taken Global Perspectives on Counterterrorism to directly participate in creating simulations conducted in the Counterterrorism course. Students will research and write scenarios, facilitate student preparation for the simulation exercises conducted in the Counterterrorism course and lead simulation sessions. Scenarios address a wide-range of legal issues including constitutional law, criminal law, and international law. This graded course is two credits per semester (4 total credits for the year). A yearlong commitment is required. Prerequisite: Global Perspectives on Counterterrorism.

Course objectives
By the end of this course, you will:

- Read papers, chapters, and articles on the theory underlying the skills developed in the simulation
- Design a rubric to assess student performance based on theory & objectives.
- Construct a skill-based mini simulation.
- Contribute to the writing of an intensive 4 hour long major simulation.
- Assess student performance across all facets of skills.

You will learn these skills by taking part in lectures, discussions, and writing projects.

What do I need to do for the course?
This course has two major components. Writing a skill-based mini-simulation that puts students in a simulation that tests a specific skill. Additionally, you will contribute to writing a piece of the major simulation that will take place in the Spring semester.
What’s the schedule for the semester?

This is a **tentative schedule** of events for the class. That means that this syllabus is not a binding legal contract. Of course, I always have the right to change things up as necessary for accomplish learning objectives.

Readings will be found in the Canvas Learning Management System ([http://learn-uu.uen.org](http://learn-uu.uen.org))

### Fall 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td><strong>Wk 1: Aug 23</strong></td>
<td>♦ Introduction to Simulation Design</td>
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| **Wk 2: Aug 30** | ♦ Techniques in Effective Research  
♦ Guest Speakers: Previous simulation designers |
| **Wk 3: Sept 6** | ♦ Skill: Leadership in Crisis  
♦ Guest Speaker: David Irvine |
| **Wk 4: Sept 13** | ♦ Skill: Information Management  
♦ Guest Speaker: Amos Guiora |
| **Wk 5: Sept 20** | ♦ Skill: Decision Making / Multitasking  
♦ Guest Speaker: David Strayer |
| **Wk 6: Sept 27** | ♦ Skill: Group Problem Solving and Teamwork  
♦ Guest Speaker: David Irvine |
| **Wk 7: Oct 4** | ♦ Skill: Advocacy and Articulation  
♦ Guest Speaker: Matt LaPlante |
| **Wk 8: Oct 11** | ♦ Do **NOT** come to class. Fall Break |
| **Wk 9: Oct 18** | ♦ Assessment of Skills (Psychometrics)  
♦ Guest Speaker: Aaron Dewald |
### Important notices for the course

**Accommodations and ADA:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have special needs as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services ([http://www.sa.utah.edu/ds/](http://www.sa.utah.edu/ds/)). If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). **I will be happy to work with you and the CDS to make arrangements for accommodations.** All written information in this course can be made available in alternative format with prior notification to the Center of Disability Services.

**Diversity statement:** As the instructor of this course, **it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff.** Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.