

**Instructor:** Robert F. Alonzo, MS, CFE, PI  
**Telephone:** 210.784.2233  
**Office** **CAB 347A**  
**Email:** [ralonzo@tamusa.edu](mailto:ralonzo@tamusa.edu)  
**Class Format** **HYBRID – F2F + BLACKBOARD**  
**Class Hours:** **Thursday 2 pm – 3:15 pm - HYBRID**  
**Room** **STEM 231**  
**Office Hours:** T/Th–8:00-10 am; 12:30 pm to 1:30 pm  
Other times by Appointment

### **Course Quotations**

***“People sleep peaceably in their beds at night only because rough men stand ready to do violence on their behalf.”***

~ George Orwell

***“There is no slavery but ignorance. Liberty is the child of intelligence.”***

~ Robert G. Ingersoll

***“Look, let me give you the existential complaint of the American intelligence community. Here’s how it works living inside America’s liberal democracy of which, by the way, the Intel guys are really a part. American political elites feel very empowered to criticize the American intelligence community for not doing enough when they feel endangered. And as soon as we’ve made them feel safe again, they feel equally empowered to complain that we are doing too much.”***

~Michael Hayden–NSA Director 1999-2005

***“Worse than having no human sources is being seduced by a human source who is telling lies.”***

~Report of the Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction, 2005

***“Send men to reconnoiter the land of Canaan...”***

Holy Bible, Numbers, Chapter 13, Verse 2

***Every soldier knows this simple fact: If you don’t know your enemy, you will not be able to defeat him.***

~ Tulsi Gabbard  
Director of National Intelligence

**Required Textbook**

*Introduction to Intelligence Studies Jensen, McElreath, Graves – Routledge Publishers (3<sup>rd</sup> Ed)*

**Course Description and Overview**

Special Topics: Introduction to Intelligence Analysis (**IIA**) provides an overview of intelligence and security issues, defines critical terms and methodologies, and reviews the history of intelligence as practiced in the United States.

The course is designed in a practical sequence beginning with the basics of intelligence, progresses through its history, describes the various national level intelligence agencies and their roles, as well as introduces the student to some of the fundamental analytical methodologies and includes exploring analytical weaknesses and strengths that affect the usefulness of intelligence products for the Intelligence Community and Criminal Justice System customers (strategic or tactical level decision-makers/policy-makers).

The course examines the fundamental "pillars" of the U.S intelligence system—collection, analysis, counterintelligence, and covert operations with emphasis on the **5 Disciplines of Intelligence Collection** and demonstrates how they function together to provide decision-makers with an advantage. The course introduces examples of where intelligence products/operations were successful in meeting customer expectations, and where results were inadequate, leading to what the press calls “intelligence failures” and what contributed to those results.

Finally, the course stresses the roles of operational security, information management, and critical thinking and the role they play in successful intelligence operations. Throughout the course and in conjunction with national intelligence collection, analysis, and reporting, intelligence issues concerning criminal justice system elements will be addressed.

This course also covers the vital issues of laws and ethics, writing and briefing techniques within the intelligence community (IC), and describes some of the emerging threats and challenges that intelligence and criminal justice professionals will face in the coming years.

Students are not expected to have a background in intelligence as this is a survey course; however, those with personal knowledge of the subject are encouraged to share their experience with the class.

### **Course Objectives**

1. Be able to provide and apply a working definition of the intelligence process (cycle)
2. Be able to describe and understand basic terminologies used within the intelligence profession, including intelligence collection, intelligence analysis, covert operations, and counterintelligence;
3. Be able to define the different intelligence communities that exist within the United States government and how they relate to one another.
4. Display a fundamental understanding of the history of intelligence as practiced in the United States and how it impacted the modern intelligence community both positively and negatively.
5. Be able to display a basic understanding and application of the most commonly used intelligence analysis methodologies in practice within the U.S. and to show awareness of the strengths, weaknesses, and limitations of each, and how that affects decision-makers' utilization of intelligence products.
6. Be able to describe and understand modern-era examples of intelligence successes, failures, and the lessons learned from each.
7. Be able to display basic critical thinking, basic intelligence writing and briefing skills.

### **General Education Goals**

1. To develop professional writing skills in the field of Intelligence Analysis,
2. To enhance students' literacy skills through assigned readings, discussions, research assignments, and other requirements,
3. To increase student awareness of the multitude of components in intelligence analysis and how it relates to and affects policy-maker decisions,
4. To develop and apply critical thinking and analytical skills as they relate to intelligence analysis,
5. To prepare for more advanced study in intelligence analysis fields.

**Blackboard**

As you chose to take this Hybrid Class, Blackboard will be used EACH WEEK. **Per the Academic calendar, the first day of this Fall 2026 semester is Monday, August 24, 2026. Access Blackboard on that day for your first online assignment, (RRQs) which will be due NLT midnight, Wednesday, September 2nd, 2026. The first IN-CLASS MEETING will be on Thursday, August 27<sup>th</sup>, 2026.** All students must be familiar with Blackboard, have reliable internet access, and have basic computer skills. **This class is not about teaching you how to use Blackboard.** Tutorials are available and are contained within Blackboard. If you do not have a fast AND reliable internet connection, plan to use TAMUSA on-campus computers located on the 3<sup>rd</sup> floor of CAB.

**Forum Discussion Topics (FDT's)**, reading assignments, required reading questions, and their respective due dates will be posted on Blackboard along with grades, announcements, and key documents. Blackboard access issues or technical questions are to be directed to [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or the ITS help desk at 210.784.4357.

**Immediate and continued access to Blackboard is critical as student performance is evaluated each week and *grade points accumulate beginning with Week 1.***

This course will rely on written lectures, PowerPoint presentations, additional required readings, class interaction, and Forum Discussion Topics (FDTs) and OR Required Reading Questions (RRQs). Therefore, each student bears the responsibility to communicate with the professor and fellow students about course material so that class discussions remain fluid and meaningful. In order to accomplish this goal, students will be expected to have completed the assigned reading material(s), weekly lectures, and reviewed the topic PowerPoints prior to addressing the weekly FDT's or RRQs.

Since this is a Hybrid course, it is critical that each student complete each week's reading and other assignments. I will be available via email and by appointment for any questions you may have about the assignments or the material being discussed

that week. In addition, general communication/announcements with the class will be made via the university **BLACKBOARD EMAIL SYSTEM**.

## **Required Attendance**

*This is directly from the Enrollment Management and Student Business Services.*

**“3. Required Attendance** – *In accordance with federal requirements,*

**Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE.** Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**(Note: Attendance in Hybrid/Online classes equates to participation in and the timely, successful completion of assigned work, as outlined in the syllabus – beginning with week 1)**

### **Plan Accordingly**

#### **Letter Grade Reduction**

*There are 14 scheduled **IN CLASS** days. You are required to attend class.*

*Attendance will be taken each class day beginning with the first day.*

*2 late class arrivals or being Tardy equals 1 absence*

**IF YOU ARE LATE, BE SURE TO LET ME KNOW AFTER CLASS.**

*4 absences shall result in a letter grade drop.*

*5 or more absences shall result in failure of the class.*

*Excused absences require Professor Approval and **adequate, verifiable documentation**. This policy is fair to all students. For example, if you were a*

*Criminal Justice Professional and were required to testify on a specific date, the court would not grant you a waiver unless some emergency occurred, which would need to be documented. If you have any questions, please reach out to me anytime. I can be reached via email (ralonzo@tamusa.edu) or at my campus office (210) 784-2233.*

**If for whatever reason you miss class, it is your responsibility to find out what you missed and what is expected of you for the next class.**

**Decorum**

- *Please be respectful towards classmates. This includes being in class on time. Attendance will be taken.*
- *Food is not allowed in class. Beverages are allowed.*
- *Phones are to be turned off or on silent mode and off the desks. Phone usage and texting are not allowed in class. (Students in violation will be asked to leave the classroom)*
- *Laptops are allowed for research during class and notetaking purposes only. (Students in violation will be asked to leave the classroom)*
- *Audio recording, taping, or videoing of lectures is prohibited unless authorized.*
- *Lecture PowerPoint presentations will be available in Blackboard immediately after class.*
- *Any statement that is discriminatory or disrespectful toward any group of people or that creates a forum hostile to others will not be tolerated. It is possible that comments will not be intended as discriminatory or disrespectful but may be interpreted as such. In these cases, the Professor will discuss openly why the statement is inappropriate the first time. Use of identified terms or phrases after that will be interpreted as intentionally disrespectful and appropriate disciplinary actions will be taken.*

**Student Responsibility for Blackboard Access**

**Students are responsible for ensuring access to Blackboard is unfettered.**

Announcements sent to students through the Blackboard or TAMUSA e-mail system are one of the official means of communicating **course** instructions, information, deadlines, due dates, Syllabus changes, and university business, not the U.S. Mail and no other e-mail addresses. Students must check their Blackboard and TAMUSA e-mail accounts regularly. Not having seen an important Blackboard or TAMUSA e-mail message or announcement from a **FACULTY MEMBER**, chair, dean, or other University administrator is not accepted as an excuse for failure to take important action. Additionally, it is the student's responsibility to ensure any critical information sent to a FACULTY MEMBER, ***by any means***, is in fact received by the FACULTY MEMBER. Blackboard access issues or technical questions are to be directed to [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or the ITS help desk at 210.784.4357.

**STUDENTS ARE RESPONSIBLE FOR BLACKBOARD FAMILIARITY, ACCESS, AND TECHNICAL ISSUE RESOLUTIONS PRIOR TO THE FIRST DAY OF CLASS.**

**Respectful Communication**

A learning objective component for this course is communicating respectfully at all times even when in disagreement. Virtual communication does not contain non-verbal cues that are part of face-to-face communication and may be misinterpreted. It is your responsibility to structure your posts and responses in a manner that is respectful, informative, and usefully received by the recipients. Disrespect to any class participant will not be tolerated and will be immediately dealt with. Debate is a crucial part of the college learning process, so please do not hinder the learning environment by responding harshly or inappropriately to others. As noted earlier, if you disagree with someone's position, then refute it with well-reasoned and communicated responses.

**Relevant Communication**

You have the opportunity to participate in a class without the pressures of attendance or having to listen to a lecture, day after day. You will be able to offer your uninterrupted comments, experiences, ideas, thoughts, and suggestions on each different topic. You will be allowed the space to be creative, critical, and express your feelings. Coupled with reading, exchanging ideas and suggestions with classmates, and debating thoughts and positions on topics, ***you will get out of this class exactly what you put into it.*** So, take advantage of this forum and method of education by exchanging ideas and conveying, unabated, your supported position on issues relevant to the course.

## **Assessment of Learning Outcomes**

All outcomes will be assessed through a combination of:

1. Forum Discussion Topics (**FDT's**), **OR** Required Reading Questions (**RRQ's**),
2. Semester exams (2), and
3. Final Exam

### **Evaluation of Student Performance**

***Please read very carefully.***

## **Online Participation**

Weekly online participation is **compulsory** and consists of:

- (a) **Addressing and answering** the weekly Forum Discussion Topic (FDT) question posted in Blackboard's **Forum Discussion** Area OR
- (b) **Answering weekly** Required Readings Questions (RRQ) posted in Blackboard's **Course Content** area, and

For purposes of **online participation** and in order to allow you the opportunity to use the weekends for online forum discussions (**FDT's**) and/or required reading questions (**RRQ's**), **with the exception of week 1, the online portion of the Hybrid course will begin on Friday and end on the following Wednesday at midnight CST.** I will post a new topic(s) for forum discussion (FDT) and/or the required reading questions (RRQ's) by Friday of each week.

**When assigned,** you will be required to submit answers in **Course Content** to the weekly **REQUIRED READING QUESTIONS (RRQ's)** generated from assigned weekly readings from the textbook or lecture, or PowerPoint, as shown in the Syllabus, and other sources provided.

**All FDTs or RRQ's are due NLT midnight on Wednesdays.**

**Online Forum Discussion Topics (FDT's)**

A portion of your final grade **(40%)** is based on your online (Blackboard) participation in the **FORUM DISCUSSION TOPICS (FDT's) or Required Reading Questions (RRQs)** in **course content**. Forum Discussion Topics will consist of questions or issues covering reading material and multimedia sources that familiarize you with IIA areas. Your post must include a discussion of substantive material related to the topic and examples to illustrate your understanding of the material. **While quantity is not as critical as quality, the minimum word count I require to earn a grade of "C" is a 300-word SUBSTANTIVE POST** to the forum discussion topic. Word counts will be verified. To give you some perspective, a 385-word or greater substantive post or reply is eligible for a grade of "A". **Additionally, you are required to place the word count at the bottom of each post and reply.** **Repeating the dilemma or issue posed in your post and listing your references at the end of your post or response will not be included in the minimum word count. THIS IS NOT A CHAT ROOM, TEXTING MEDIUM, OR SOCIAL MEDIA OUTLET.** The maximum number of forum discussion topic (FDT) points you may earn each week is 20, as shown in the Course Grades section of this syllabus. **Extra credit points may be earned each week at the discretion of the Professor based on the post content.** Clear and concise answers and discussions are expected to be well written, grammatically correct, referenced, if applicable, and shall take required readings and class discussions into account.

Students are expected to be mindful of current domestic law enforcement, political, economic, military, and international events and are invited to provide discourse in these areas as they affect current class topics. Students will be expected to provide current, relevant, and informed academic discourse on assigned Intelligence Analysis topics. This requires students' knowledge of current events, individual research on IIA issues discussed, and staying current with assigned readings. Unlike formal written assignments, your **FDT** posts do not have to adhere to specific formatting requirements. However, **please be sure to carefully proofread, as following instructions,**

*spelling, punctuation, grammar, and **paying attention to detail** will impact the grading. Your **SUBSTANTIVE** (applicable, relevant, practical, essential, fundamental) content, critical thought and analysis, current event reference, and real-life experiences, if applicable, of the forum discussion topic (FDT) post will be significant factors in your online participation grade. Please do not wait until the last minute to post, as rushed postings tend to lack substance, critical thought, word count, and do not provide meaningful discourse. **The following criteria will be used to evaluate your FDT posts each week:***

#### **Following Instructions**

##### **Topic Relevance**

##### **Content Development**

##### **Organization,**

##### **Readability/Style,**

##### **Length,**

##### **Grammar,**

##### **Punctuation, and**

##### **Spelling**

*FDT's will be posted on Blackboard on Friday of each week and are due NLT midnight the following Wednesday. **Note: Posts more than one day late are not accepted. While you may provide outside content to your FDT posts, I expect the great majority of your work (90 %) to be YOUR thoughts, YOUR analysis, and YOUR conclusions. If you use outside source information, reference your sources at the end of your post or response.***

#### **WEEKLY FEEDBACK**

*...will be provided on all FDT posts. I urge you to read this feedback and correct any issues you may encounter early on in the semester. Some students wait too*

long to read the feedback. This results in compounding the weekly issues encountered that directly impact the final grade.

*A grading rubric for FDT's is included in this syllabus. Please review.*

### **Dropping the Course**

**It is the student's responsibility** to drop a course from the University.

Please contact the Registrar if you desire to drop the course.

Below are the key dates for dropping a course for Fall 2026.

**Last day to drop a course with an automatic W – 11/13/2026**

**Last day to drop a course/withdraw from the University – 11/30/2026**

**Plagiarism - the practice of taking someone else's work or ideas and passing them off as one's own.**

**This is a violation of student conduct, applies to weekly posts, and will not be tolerated and will be reported.**

### **- No Use of Generative AI Permitted**

*The Criminology 3358-900 course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students **shall not** have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT or Grammarly AI. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.*

***For each item turned in, you attest to the following:***

*"I confirm that I did not use AI, including but not limited to ChatGPT, Gemini, or any other platform, to generate my posts or responses. I understand that Texas A&M holds students to the highest level, so I did not cheat and/or plagiarize posts or responses. I also confirm that my submitted work will be run through plagiarism software. If it reveals I have generated any portion of my response from AI, I will earn an immediate zero and may have disciplinary action by the college."*

*FDT's or RRQs will be posted in the **Discussion Board area on Blackboard** on Friday of each week and are due NLT 11:59 pm the following Wednesday. Class Assignments via Blackboard Discussion Board will receive a 25% deduction if not received by the due date and time stated. Assignments more than one day late will not be accepted. Technological issues are not considered valid grounds for late assignment submission.*

***Additionally, you are to place your word count at the end of your FDT posting.***

**Writing is a critical skill in Criminal Justice.**

**Pay Attention to Detail!**

This course will rely on written lectures, PowerPoint presentations, additional required readings, class interaction, and FDTs. Therefore, each student bears the responsibility to communicate with the professor and fellow students about course material so that class discussions remain fluid and meaningful.

**In order to accomplish this goal, students will be expected to have completed the assigned reading material(s) prior to addressing the weekly FDT's and RRQ's.**

**Final Thoughts – PLEASE READ CAREFULLY**

*It has been my experience over the years teaching online classes that a few students do not address the topics or participate in online discussion and curriculum for the first couple of weeks, thinking they can catch up or make up work later in the semester or think the excuse of 'not having access to Blackboard' will resolve the issue...**please do not fall into this trap...***

*I urge you to begin your online regimen immediately, as **points accumulate from week 1 and there is no extra credit at the end of the semester...I repeat...there is no extra credit at the end of the semester.** Ensure you have access to Blackboard from day 1, as **it is the student's responsibility to be prepared for class.** Do not wait until class begins to check your access. Check for and*

**resolve any access issues on the first day you are granted access by the University.**

**Non-access is not an acceptable excuse for a late start...I repeat... non-access is not an acceptable excuse for a late start...**

Notice the grading structure. It clearly outlines the number of points needed for specific grades.

**Points are accumulated each week, beginning with week 1,** and it is usually those students that need a few points at the end of the semester for the next higher grade or to pass the course that suddenly realize extra credit work will put them over the top. **The maximum number of points a student may earn each week for FDT's or RRQs is 20.**

The online method of higher education is not just about learning new material. It is a breakthrough in education that allows students and instructors to benefit from state-of-the-art technology with minimal pushback from the hindering pressures of location, work schedules, family responsibilities, military deployments, and travel. If questions, concerns, internet inaccessibility, or conflicts ever arise, please feel free to communicate with me at any time at [ralonzo@tamusa.edu](mailto:ralonzo@tamusa.edu). **All mail submitted to me will be answered.**

**If you are ever on campus, please come by and introduce yourself, as it is always good to place a name with a face. And I will be glad to assist you with any type of career information or questions you may have about any type of criminal justice, intelligence, or federal organizations, as I have served in all capacities.**

**Grading Rubric (Including Word Count) - Forum Discussion Topics (FDT) Posts**

1. Student failed to respond to the FDT question.

Zero (0) points

2. The FDT illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology, and elements of the response are lacking.

1-5 points

3. The FDT illustrates a rudimentary understanding of the relevant material by mentioning but not fully explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.

6-10 points

4. The FDT illustrates a solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or, where necessary or useful, substantiating some points with accurate examples. The answer is complete.

11-15 points

5. The FDT illustrates an exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.

16-20 points

**Course Grading****10 Forum Discussion Topics (FDT's) OR****Required Reading Questions (RRQ's) (20 Points Each) 200****2 Exams (100 Points Each) 200****Final Exam 100****\*\*\*\*\*****Total Possible Points 500****Grading Scale****450-500 pts = A (90 %+)****400-449 pts = B (80 %+)****350-399 pts = C (70 %+)****300-349 pts = D (60 %+)****299 and below = F**

## Texas A&amp;M University San Antonio Important Policies and Resources



# TEXAS A&M UNIVERSITY SAN ANTONIO

## University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you do not hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

## Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

## Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to collaborate with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after-hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as

follows:

| Day of the Week | Appointments Available | Walk-in Tutoring (no appointment needed) |
|-----------------|------------------------|------------------------------------------|
| Monday          | 8:00 AM – 6:00 PM      | 9:00 AM – 5:00 PM                        |
| Tuesday         | 8:00 AM – 6:00 PM      | 9:00 AM – 5:00 PM                        |
| Wednesday       | 8:00 AM – 6:00 PM      | 9:00 AM – 5:00 PM                        |
| Thursday        | 8:00 AM – 6:00 PM      | 9:00 AM – 5:00 PM                        |
| Friday          | 8:00 AM – 5:00 PM      | 11:00 AM – 4:00 PM                       |

#### Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

#### Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#).

Download the [Safe Zone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

#### Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria, which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the

institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

#### **Jaguar Writing, Language, and Digital Composing Center (WLDCC)**

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing:

[writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

#### **Meeting Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

#### **Military Affairs**

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military

Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

#### Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

#### The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

#### Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu). Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such

incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

#### **Pregnant/Parenting Students**

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The University will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence.

Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784- 2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet these criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210)

784-2636.

### Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which are inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

### Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and the University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage

to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered academic misconduct. For more information on academic misconduct policies and procedures, please review the [Student Code of Conduct](#) or visit the resources available on the [OSRR website](#).

The complete [Academic Calendar](#) is available on our website.

## Artificial Intelligence Policy

### No Use of Generative AI Permitted [CRIM 4350-001]

This ensures that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT, OR Grammarly AI. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Students may use Microsoft Word Editor or similar tools for basic spelling, grammar, punctuation, and formatting corrections. The use of generative AI tools, including ChatGPT, Copilot, Grammarly AI, and similar technologies, to generate, rewrite, paraphrase, summarize, or otherwise create assignment content is prohibited. All submitted work must be the student's own original writing and analysis. Unauthorized use of AI-assisted writing may constitute academic misconduct.

|         |                                                                                                                       |                        |
|---------|-----------------------------------------------------------------------------------------------------------------------|------------------------|
| 8/27    | <b>Welcome, Syllabus, Critical Thinking Concepts,<br/>Introduction to Intel Analysis<br/>Overview of Intelligence</b> | <b>Ch 1</b>            |
| 9/3     | <b>History of Intelligence</b>                                                                                        | <b>Ch 2</b>            |
| 9/10    | <b>The IC Today</b>                                                                                                   | <b>Ch 3</b>            |
|         | <b>OSINT</b>                                                                                                          |                        |
| 9/17    | <b>Collection</b>                                                                                                     | <b>Ch 4</b>            |
| 9/24    | <b>Barriers to Analysis</b>                                                                                           | <b>Ch 5</b>            |
|         | <b>HUMINT</b>                                                                                                         |                        |
| 10/1    | <b>EXAM 1</b>                                                                                                         |                        |
| 10/8    | <b>Analytical Methods<br/>The Intelligence Cycle</b>                                                                  | <b>Ch 6<br/>Ch 7</b>   |
| 10/15   | <b>Counterintelligence</b>                                                                                            | <b>Ch 8</b>            |
| 10/22   | <b>Covert Operations</b>                                                                                              | <b>Ch 9</b>            |
|         | <b>SIGINT</b>                                                                                                         |                        |
| 10/29   | <b>Constitutional Mandates</b>                                                                                        | <b>Ch 10</b>           |
| 11/5    | <b>EXAM 2</b>                                                                                                         |                        |
|         | <b>GEOINT</b>                                                                                                         |                        |
| 11/12   | <b>Writing for the IC<br/>Military Intelligence</b>                                                                   | <b>Ch 11<br/>Ch 12</b> |
| 11/19   | <b>Criminal Intel and Crime Analysis</b>                                                                              | <b>Ch 13</b>           |
| 11/26   | <b>Threats/Challenges – 21<sup>st</sup> Century<br/>No Class - Happy Thanksgiving</b>                                 | <b>Ch 14</b>           |
| 12/3    | <b>Future of Intelligence</b>                                                                                         | <b>Ch 15</b>           |
|         | <b>MASINT</b>                                                                                                         |                        |
| 12/5-11 | <b>FINAL EXAM TBD</b>                                                                                                 |                        |
|         | <b>The Syllabus is subject to change</b>                                                                              |                        |

**A requirement of this course and to earn 10 extra credit points is to acknowledge through the Blackboard Email Messaging System that you have read and understand the syllabus**