Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

ISSA 6380: Capstone: Intelligence, Security Studies, and Analysis

Course Description/Overview

This capstone course is designed for graduate students in the non-thesis option. Graduate students take this course in their last semester. The course brings elements of previous courses together in order for students to demonstrate their ability to comprehend concepts, apply knowledge, arrange and assemble complex variables, and relate the impact of intelligence to policy decisions. Graduate students analyze and critically evaluate beliefs and actions and then develop and defend reasonable positions. Students culminate their studies with an appreciation that a major aspect of policy making is well-analyzed intelligence appropriately tailored for the needs of consumers.

This concluding course, while it is indeed national security-focused with an emphasis on intelligence and analysis, may include material from other disciplines to include leadership, psychology, economics, and business. Federal intelligence professionals, charged to enhance foreign, domestic and homeland security, share many techniques and procedures with the law enforcement community. Business executives and managers, whose organizational survival depends upon knowledge, seek competitive advantage in close coordination with their business intelligence systems. Leaders within political action groups, nongovernmental organizations, private volunteer organizations, and even places of worship must decide what to believe and then decide what to do.

Finally, this course is designed to give students an opportunity to showcase their intellect. Perspectives honed along the way, a fresh immersion into the literature, professor mentorship, much thinking, and ingenious writing will result in much learning.

Course Objectives/Learning Outcomes

The objectives for this capstone course are based on the overall learning outcomes for the MISSA program.

**Objectives:** 
As a result of completing this course, the student will be able to:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

**Required Texts and Materials:**

There are no readings for this course.

**Grading Policies**

Grades will be based on the demonstrated ability to comprehend, apply, arrange and assemble, and relate fundamental principles and relevant concepts and then present them in a well constructed essay.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>10%</td>
<td>Sunday at the end of week two.</td>
<td>One page proposal</td>
</tr>
<tr>
<td>Literature review and Bibliography</td>
<td>10%</td>
<td>Sunday at the end of week three.</td>
<td>One-two page list to demonstrate progress in literature review with at least 8-10 sources.</td>
</tr>
<tr>
<td>First draft of your research paper due</td>
<td>20%</td>
<td>Sunday at the end of week four.</td>
<td>First draft with topic fleshed out, introduction, frame for body, lit review, and bibliography.At least ten pages.</td>
</tr>
<tr>
<td>Second draft of your research paper.</td>
<td>30%</td>
<td>Sunday at the end of week five.</td>
<td>Basically this is what you will plan to use for your oral defense, whether taken this semester or when you graduate. So, save it. Target total is 20-25 pages.</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30%</td>
<td>Wednesday of week eight</td>
<td>Final. Target count is 20-25 pages but students may use additional pages as needed to best express themselves.</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69%
- F = 59 % and below.

**Grading Standards**

1. Work that is incomplete and inaccurate, which demonstrates an inability to apply information to actual situations, is not of passing quality.
2. Work that is complete and accurate, which demonstrates a basic understanding of the material, and perhaps an ability to apply information to actual situations at a fundamental level, is "C" level work.
3. Work that is complete and accurate, which demonstrates a firm understanding of the material, and an ability to effectively apply information to actual situations at a high level, is "B" level work.

4. Work that exceeds standards of completeness and accuracy, which demonstrates a superb understanding of the material, and an ability to apply and analyze material, is "A" level work.

**Course Organization:**

This course is organized in four parts.

**Part I: Proposal**
**Part II: Literature Review and Sources**
**Part III: Outlines and Drafts**
**Part IV Final Essay**

**PART 1: Proposal**

**Lesson 1: Introductions and Proposed Topic**

**General Description of Subject Matter**

Students will reflect upon resources that have been assigned throughout the program as well as other sources that they may have discovered as they conducted their studies. Students are also welcome to reflect upon any new material that is relevant to graduate-level studies of intelligence, security studies, and analysis. Principles associated with intelligence, security studies, and analysis should be well comprehended before beginning the capstone project. In addition, students should contemplate a topic that is appealing to them and relevant to intelligence, security studies, and analysis. Students will email the professor via the Blackboard messaging system, introduce themselves (to the professor), and offer some thoughts about what they have learned in the program. A discussion on topics is appropriate at this time. Students may also contact the professor via telephone or in person.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.

**Required Readings:**

None

**Lesson 2: Introductions and Proposed Topic**

**General Description of Subject Matter**

Students will continue reflecting upon resources that have been assigned throughout the program, other sources that they may have discovered as they conducted their studies, and new material that is relevant to graduate-level studies of intelligence, security studies, and analysis. Principles associated with intelligence, security studies, and analysis should be well comprehended. Students should have an appealing and relevant topic area well underway. Students will submit a one page proposal to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.

**Required Readings:**
PART II: Relevant Literature and Sources

Lesson 3: Literature Review

General Description of Subject Matter

Students will explore scholarly literature that is relevant to the topic area selected and well within the context of intelligence, security studies, and analysis. Scholarly literature may be journal articles, excerpts from textbooks, unpublished theses and dissertations, interviews, and current events. The purpose of this immersion is to better comprehend principles associated with intelligence, security studies, and analysis as directly relevant to the topic area chosen.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Required Readings:

None

Lesson 4: Bibliography

General Description of Subject Matter

Students will continue exploring scholarly intelligence, security studies, and analysis-centric literature that is relevant to the topic area selected. The vast amount of information available must be narrowed to items that are germane to the topic selected. Minor research may continue after lesson four but the preponderance of literature immersion should be done at this point. As such, a list of materials mined from the literature review, and a list of those resources that will most likely be used in the bibliography, should be near-complete. Students will submit a one-to-two page list of these items to the professor via the Blackboard system.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Required Readings:

None

PART III: Outlines and Drafts

Lesson 5: Outline or Essay Plan I

General Description of Subject Matter

Students will begin crafting a frame for the final essay no later than week number five. The topic should be near-certain and narrowed so as to be doable. An introduction that charts the path of the essay should be near-complete. The frame of the body should be well constructed, with topic sentences, and thus awaiting facts, examples, explanations, personal and professional insights,
analysis, and such to be inserted throughout. The bibliography should be near-complete. Students will submit a one-to-two page outline to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

**Required Readings:**

None

**Lesson 6: Outline or Essay Plan II**

**General Description of Subject Matter**

Students will finalize the frame for the final essay no later than week number six. The topic should be certain and crisply focused. The introduction should be complete. The body should be complete with topic sentences and a solid plan for supporting materials. For example, comments such as "insert Gettysburg info" or "elaborate on oversight" are perfectly acceptable. The bibliography should be complete. The link to intelligence and policy decisions should be clear. Students will submit a one-to-two page outline to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

**Required Readings:**

None

**Lesson 7: First Draft**

**General Description of Subject Matter**

Students will submit a near-final draft of the essay. The draft should reflect a refinement of the aforementioned efforts. There should be no major rewrites or adjustments without the professor's permission. This is the final formative evaluation. Students will submit a draft-essay to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

**Required Readings:**
PART IV: Final Essay

Lesson 8: Final Essay

Students will submit their final essay. The final essay should reflect a refinement of the aforementioned efforts. There should be no major rewrites or adjustments without the professor's permission. This essay will undergo a summative evaluation. Students will submit their final essay to the professor via the Blackboard system.

Learning Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
4. Relate the impact of intelligence to policy decisions.

Required Readings:

None

End of Course Housekeeping

IDEA Student Surveys

Please help ASU leadership and the professor comprehend what you think of this course plus how the teaching and leadership style contributed to your achievements. Your reviews will determine the fate of the course and serve as a "report card" for the professor. It is best to address and solve issues, regarding subject matter and classroom decorum, with the professor throughout the course. Please know that not responding can be as detrimental to the course and professor as a negative report.

Assessment:

Many courses at ASU are assessed for academic accreditation purposes. Your performance in this course may be evaluated against higher-level learning objectives. You will receive an e-mail if you, as a member of this course, are selected for assessment. Reported ratings have nothing to do with your grade or academic standing. They are consolidated with hundreds of other inputs so as to evaluate the department, college, and university.

Communication

Office Hours/Contacting the Instructor

Virtual. Contact the professor anytime via e-mail, blackboard message, phone, or text message.

University Policies

Academic Integrity: Angelo State University expects its students to maintain complete honesty and integrity in their
academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.