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 4381 - Drones: RPA Collection Platforms
Course Description/Overview

This course introduces students to major airframes in use today by the United States and others, as remotely piloted aircraft (RPA). Students will examine the RPA role in intelligence collection; support to homeland security and law enforcement; and the commercial sector. Students will also examine critical and emerging technologies related to RPAs. Students will review legal, moral and ethical issues, and the road ahead for RPAs.

Course Objectives/Learning Outcome
Objectives: ISSA 4381 is designed for students to develop an understanding of and appreciation for the specific air vehicles used as RPAs today, and their roles in support of intelligence collection and other missions.

As a result of completing this course, the student will:
• Be familiar with the primary drones used in support of strategic and operational intelligence requirements;
• Be familiar the state of medium and high altitude, long endurance drones and their technology today, as they relate to intelligence, surveillance and reconnaissance;
• Understand the role of operational and strategic-level drones in support to operational requirements of the intelligence community and others;
• Be familiar with the RPAs in use in other countries, and the implication for US National Security Strategy.

Grading Policies
Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
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Midterm Exam  35%  Due not later than Friday 11:59PM (CST) of Week 4.

Final Exam  45%  Due not later than Thursday 11:59PM (CST) of Week 8.

Late submissions will not receive credit unless prior requests are submitted in writing to instructor and approved.

Rubric
Writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with this grading criteria and keep it in mind as you complete the writing assignments. Click the link to download the PDF document:

Writing Assignment Rubric  http://blackboard.angelo.edu/bbcswebdav/pid-1120359-dt-content-rid-110823_4/xid-110823_4

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form for the mid-term and final assignments. You are expected to apply your own observations as necessary when demonstrating a grasp of material. Students are expected to write original material in support of discussion and essay requirements associated with this class.

Student Writing Assignments: Each student will have two writing assignments.

The first writing assignment, the Midterm Exam, will be to answer two specified questions, responding in an annotated essay form, 2-3 pages in length for each question. As indicated above, this will be due on the Friday of Week 4. I will post the questions at the beginning of week 4.

The second writing assignment, the Final Exam, will be to select and answer one question, responding in an annotated essay form, 6-8 pages length. As stated above, this will be due on the Thursday of Week 8. I will post the questions at the beginning of Week 8.

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.

Announcements:
Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

Some thoughts on late work:
Don’t be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. However,
sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.

Bibliography:

Lesson 1:
Have familiarization with the intelligence collection capabilities of the RQ-1
Be able to describe the operational characteristics of the MQ-1
Be familiar with the history of remotely piloted vehicles, ultimately leading to the arming of the RQ-1
Understand the role of the MQ-1 in support of other government requirements and missions.

Lesson 2:
Have familiarization with the intelligence collection capabilities of the MQ-9
Be able to describe the operational characteristics of the MQ-9
Be familiar role medium altitude long endurance RPAs play in international relations, as a controlled export item
Understand the role of the MQ-9 in the mission of the Customs and Border Patrol, and CBPs historical use of drones in support of their mission
Understand the role of the MQ-9 in support of other government requirements and missions.

Lesson 3:
Have familiarization with the intelligence collection capabilities of the RQ-4
Be able to describe the operational characteristics of the RQ-4
Be familiar role high altitude long endurance RPAs play in international relations, as a controlled export item
Understand the role of the RQ-4 in support of other government requirements and missions.

Lesson 4:
Describe the role and function of RPAs in support of tactical military intelligence collection requirements
Describe the operational collection capabilities of RPAs used in support of tactical intelligence collection requirements
Understand the identified requirements for needed development of and advances in RPAs, in support of military and IC requirements for tactical-level RPAs
Describe the status of and issues with advancing the use of small RPAs in commerce in the US

Lesson 5:
Be able to describe the transition of military developed, RPA-related technologies into the civilian RPA sector
Be able to describe current and developing advances in the use of RPAs, and other kinds of drones, outside of the military and IC
Be familiar with non-commercial uses of RPA and other drones, in support of non-commercial requirements
Lesson 6:

Be familiar with the current US efforts to develop new high altitude, long endurance RPAs
Be able to describe the history of the UCAV program
Be able to compare and contrast the developmental road-ahead for next-general MALE and HALE RPAs

Lesson 7:

Be familiar with the developing RPAs for near-peer countries
Be familiar with the status of RPA programs for near-peer countries
Be able to describe the benefits gained by consortium efforts for RPA development

Lesson 8:

Be able to describe the legal, moral and ethical debates of using RPAs in support of targeting killings
Be familiar with the debate in using other kinds of drones in support of targeting killings

Communication:
Office Hours/Contacting the Instructor
See the Instructor Information section for contact information.

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.