Syllabus

IS 6973

The Role Of U.S. Intelligence In National Security

Professor/Instructor: Wanda Floyd

Email: wanda.floyd@utsa.edu

Office Location: NPB 2.138

Office Hours: Thursdays @ 6pm-7pm

Office Phone: 813-843-7808 (Cell)

Communication Plan And Contacts

I will use Blackboard to communicate with the class as a whole. My preferred method for students to contact me (other than during office hours) is through email. Please include your course (IS 6973) in the subject line of all emails.

Course Description

This course provides a broad overview of the role of intelligence work - and in particular U.S. intelligence efforts - in maintaining and enhancing the country's national security posture. The history of the intelligence community from the second World War onward is examined in terms of how that community has evolved over the years. Emphasis is placed upon the interplay and challenges that the intelligence community face with policymakers. Included is an examination of case studies that illustrate intelligence successes and failures that have had a significant impact on national security. Also covered is the evolving unique nature that the cyber domain plays in cyber/national security issues.

Course Goals

Upon successful completion of this course, the student will have a working knowledge of:
- The history of the intelligence community.
- Interplay and challenges that the intelligence community face with policy makers.
- Case studies that illustrate intelligence successes and failures.
- The unique nature that the cyber domain plays in national security issues.

Student Learning Objectives/Outcomes

Upon completion of the unit on Understanding the Intelligence Community and National Security students will be able to:
- Describe the differences between data, information and intelligence
- Explain the major threats to U.S. National Security
- List the components of the intelligence cycle
- Define Intelligence Community
- List the members of the Intelligence Community

Upon completion of the unit on History of the Intelligence in National Security students will be able to:
- Describe the history of the intelligence community
- Explain the challenges, success, and failures, during various U.S. conflict, of intelligence in National Security

Upon completion of the unit on Complexities of Intelligence in the 21st Century students will be able to:
- Describe the successes challenges for the intelligence community
- Define economic espionage in Cyberspace
- Describe terrorism
- Explain intelligence in relation to democracy
- Explain the process of sharing information in a free society
- Describe the role of intelligence in climate change

Upon completion of the unit on The Role of Cyber in Intelligence and National Security students will be able to:
- Explain the differences in national, DoD, critical intelligence components, and weaponizing cyber
- Describe national secrets and Wikileaks

UTSA.
Teaching & Learning Services

COURSE PREREQUISITES

- None. (Also required course for the Critical Technologies Studies Program)

COURSE TEXTBOOKS AND MATERIALS

- All course materials will be available on-line so you will not be required to purchase any material. However, I will recommend several books that might be of interest to you in furthering your learning.

COURSE FORMAT

- This course will be taught in class meetings, but class slides will be posted in Blackboard Learn.
- Discussion in class will be a large part of your learning and attendance will be taken. If you miss a lecture you are responsible for material presented and discussed.

TECHNOLOGY REQUIREMENTS

- Basic computer skills, i.e., the ability to communicate, verbally and in writing, information and ideas, through software tools
- Internet access, with a wired connection recommended for online tests
- Computer with speakers or headphones
- Supported web browser: Internet Explorer, Firefox, Safari, or Chrome (Blackboard Browser Check) (Firefox recommended)
- Download and installation of all required plugins
- COMPUTER SOFTWARE & HARDWARE: The primary software requirement for accessing UTSA networks is Microsoft Windows 7, 8, or 8.1. If you use a MAC computer, you must be able to produce documents that are compatible with Microsoft Office 2010 or 2013. (NOTE: Do not submit documents as zip files or files that are not compatible with Microsoft Office 2010 or 2013, e.g., Google docs, etc.).

EXAMS

There will be four (4) scheduled exams, to include a midterm and a comprehensive final exam, during the semester. Exams may be held in-class and consist of multiple choice, true/false, short answer, and essay questions. Exams are "closed book/notes" unless explicitly indicated otherwise in advance by your instructor in writing. Be on time for exams. If you arrive late, you will still be expected to complete the exam within the scheduled exam time. You will not receive extra time to make up for your tardiness. Unless there is an emergency, you will not be permitted to leave the room once the exam has been distributed, without turning in your exam and answers for grading.

HOMEWORK ASSIGNMENTS

- Homework assignments improve student understanding of the material and enable good performance on the semester-long group project.
- Due Dates & Late Policy: Students will usually have one week to complete homework assignments. Assignments will be posted on Blackboard (usually after class on the day the respective material is covered). *Due dates are shown on the syllabus but see Blackboard for schedule changes*. Homework assignments are due at the start of the class period in which they are due. If they are turned in after the start of the class period, late penalties apply.
- Assignments must be submitted via the Blackboard: Assignments Drop-Box for this course, unless students are notified otherwise for a specific assignment. In the event Blackboard is not functioning, students should try again before the due date/time.
- Delivering and emailing assignments outside of the Blackboard Assignments Drop-Box should be a last resort but should definitely be done when needed to avoid late penalties. *Late assignments will be accepted one class period late and will not be accepted for credit after that. Late assignments will receive a reduced grade (10 point reduction from the 100% max grade).*

ASSISTANCE

If you experience difficulty completing assignments with respect to computer use, please see the CSL lab assistants. If they are unable to resolve your problem, contact your instructor via office hours, or email. Make sure you allot time for resolving technical difficulties when accomplishing your homework.

GRADE APPEAL PROCESS

Students who wish to appeal a homework grade must submit a written request via email that includes: (1) clear identification of the homework assignment, specific problem(s) and/or rubric item(s) affected, and the grade / point deductions received for each problem/issue being appealed, (2) your answer, (3) grader comments, and (4) your rebuttal.

COURSE PHILOSOPHIES AND POLICIES

LEARNING – First and foremost, the instructor is committed to student learning and students achieving the stated objectives in this course. If you have or experience any issues that might impede your performance in this course, please bring it to the attention of the instructor immediately.

CLASS ATTENDANCE, PARTICIPATION, TARDINESS – Class attendance is absolutely essential for success in this course, however, attendance will not be a graded item. Attendance will be informally taken through submissions of daily exercises and/or the instructor noting who is in attendance. This will help the instructor differentiate between learning challenges occurring from absences vs. pedagogical challenges. Each student is expected to attend all classes and come prepared to participate fully in class discussions and exercises. This means all reading and homework assignments must be completed prior to class on the days they are due. Without such preparation, class discussions and exercises will suffer, as will your understanding of the material. Being prompt is also important, especially on days with exams and assignments are due. Your instructor will not slow class down to get you caught up, and your classmates often miss new material while trying to bring you up to speed. For additional information: http://catalog.utsa.edu/informationbulletin/generalacademicregulations/graduate/grades/.

COMMUNICATION – You are responsible for checking your Blackboard email and "Important Announcements" on a regular basis. You are responsible for any changes or updates sent to you by email or posted on the web site.

ABSENCES – If you miss a scheduled exam for a valid non-academic reason, your average grade on the remaining exams will be used to substitute for the missed exam. A make-up final exam will only be given under extremely special circumstances, at the discretion of the instructor. No make-up exam or grade substitution will be given unless the instructor is notified of your situation prior to the scheduled exam. Examples of valid non-academic reasons include serious illness, business trip, death in immediate family, car accident en-route to the university. Documentation to support the validity of the absence may be required.

WITHDRAWS – "W" grades will be assigned only if students withdraw before the Withdraw Date.

INCOMPLETES – Students who, for non-academic reasons beyond their control, are unable to meet the full requirements of the course should notify the instructor. Refer to catalog for details on Incomplete Grades. Note: Giving of such grades is at the discretion of the instructor. Currently failing the course is not an appropriate reason to seek an 'incomplete' grade. For further information: http://catalog.utsa.edu/informationbulletin/generalacademicregulations/graduate/grades/.

SCHOLASTIC DISHONESTY – Scholastic dishonesty is NOT excusable under ANY circumstances. Your instructor places an *extremely* high importance on honesty and integrity and will take all occurrences very seriously. See below for more information, including the Roadrunner Creed.

RESPECT – Successful learning requires respect—respect by the instructor for the students, respect by the students for the instructor, and respect by the students for each other. Respect is demonstrated by participating, listening, sharing. Respect does not require agreement with one another, but rather requires that the disagreement is delivered in a polite, measured way. Respect also includes considerate behavior that facilitates, rather than hinders teaching and learning. Examples of *non*-considerate behavior include: use of cell phones, pagers, and other communication devices during class, listening to headphones, eating, sleeping, using computers for anything other than class-related note-taking, making noise packing/unpacking stuff, etc. *One of the most disrespectful, disruptive, and counterproductive activities students historically engage in – web surfing, emailing, and otherwise using computing devices for non-class related purposes during class.*

DISCLAIMER – This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

YOUR WORK MUST BE YOUR OWN

To minimize the possibility of violations, the following guidelines must be observed.

● You can of course study with other students, but you may **NOT** receive assistance from other individuals while completing the quizzes, tests, and exam. These assessments are to be your independent work.

● You may not record any aspect of the quiz/test/exam or the quiz/test/exam feedback in any form. Printing the questions or feedback, taking screen shots or photos of the screen, writing down the questions are all prohibited and doing so would be a violation of the honor code.

● Further, you may not describe or otherwise convey to other students the contents or specific topics or questions from the test.

● Unless stated otherwise, all work in this course is to be completed on an individual basis. When you submit your **initial** discussion posts, wiki entries, journal entries, or blogs, this work must be completely your own. Any deviation from this policy or other acts, or attempted acts, of cheating, collusion or plagiarism will be considered scholastic dishonesty. Visit the Student Conduct and Community Standards to be aware of consequences related to scholastic dishonesty: https://www.utsa.edu/conduct/resources-programs/scholastic-dishonesty.html.

TENTATIVE COURSE SCHEDULE OF ASSIGNMENTS AND EXAMS

Week	Date	Day	Topic	Readings/Assignments/Exams/Etc.	Due Date
UNIT #1: UNDERSTAND THE INTELLIGENCE COMMUNITY AND NATIONAL SECURITY					
1	1/15	T	**Lesson 00** – Introduction & Course Outline		
	1/17	R	**Lesson 01** – Intelligence Defined	**HW1:** Research and describe in your own words the difference between data, information, and intelligence. **DELIVERABLES**: Min: 3 paragraphs – Max: 1 full page. Use APA citations. **OPTIONAL:** Submit prior to due date for review before posting for grading.	**Jan 24, 2019**
2	1/22	T	**Lesson 02** – Current Threats to U.S. National Security	**Activity**: Video – Game of Pawns – The Glen Duffie Shriver Story https://www.youtube.com/watch?v=TEYRLDvJaxo&feature=youtu.be. **DELIVERABLES**: Be prepared to provide your feedback during open discussion. **Resources:** https://www.intelligence.gov/mission	**During Class**
				Recommended Readings: Review Worldwide Threat Assessment of the U.S. Intelligence Community **Resources:** https://www.dni.gov/files/documents/Newsroom/Testimonies/2018-ATA---Unclassified-SSCI.pdf	
				Required Activity: Review the varies types of policies. Be prepared to review during class on Jan 24, 2019. **Resources:** https://www.dni.gov/index.php/what-we-do/ic-policies-reports	**Jan 24, 2019**
	1/24	R	**Lesson 03** – Intelligence Community Policies & Directives	Discussion "Policies & Directives" Discussion "The Director of National Intelligence (ODNI)"	**During Class**
				Required Readings: Review "How Intelligence Works" @ **Resources:** https://www.intelligencecareers.gov/icintelligence.html	**Jan 29, 2019**
3	1/29	T	**Lesson 04** - Overview of the intelligence community today	Discussion "How Intelligence Works" – The Intelligence Cycle & Types of Intelligence	**During Class**
				Required Readings: Review "Member Agencies" @ https://www.intelligencecareers.gov/icmembers.html	**Jan 31, 2019**
	1/31	R	**Lesson 04** - Overview of the intelligence community today	Discussion "Member Agencies"	**During Class**
				Resources: https://www.intelligencecareers.gov/icmembers.html	
4	2/5	T	**Lesson 05** - The Central Intelligence Agency	**Group 1** Discussion "Central Intelligence Agency" (7:45-8:05PM)	**During Class**
				Resources: https://www.cia.gov/index.html	
			Lesson 06 - The National Security Agency	**Group 2** Discussion "National Security Agency" (8:10-8:30PM)	
				Resources: https://www.nsa.gov/	
	2/7	R	**Lesson 07** - The Defense Intelligence Agency	**Group 3** Discussion "Defense Intelligence Agency" (7:45-8:05PM)	**During Class**
				Resources: http://www.dia.mil/	
			Lesson 08 - The Federal Bureau of Investigation	**Group 4** Discussion "Federal Bureau of Investigation" (8:10-8:30PM)	
				Resources: https://www.fbi.gov/	
5	2/12	T	Unit #1 - Wrap-Up Exam 1 - Review	Discussion "Understand the Intelligence Community & National Intelligence"	**During Class**
				Discussion "Exam 1 Review"	
				HW2: Select one IC Member, other than the four discussed in class. Research that agency and describe, using APA citations, the mission, vision, and goals. **DELIVERABLES:** Word document Min: One (1) page Max: 3 pages).	**Feb 19, 2019**

	(2/14)	R	**EXAM 1 – Unit #1 Understand the Intelligence Community and National Security**	**Exam 1: Boston Bombing Case Study Analysis**	**During Class**
				Required Readings: The history of the IC is a reflection of America's history. The IC has grown and evolved over time as the needs of the country changed.	**Feb 19, 2019**
				Resources: https://www.intelligence.gov/mission#history	

UNIT #2: HISTORY OF INTELLIGENCE IN NATIONAL SECURITY

6	2/19	T	**Lesson 09** - Broad history of the intelligence community: challenges, success and failures	Discussion "The History of the IC"	**During Class**
	2/21	R	**Lesson 10** - WWII – The Vietnam Conflict	**Group 1 Discussion** "WWII – The Vietnam" (7:45-8:05PM)	**During Class**
7	2/26	T	**Lesson 11** - The Cold War	**Group 2 Discussion** "The Cold War" (7:45-8:05PM)	**During Class**
	2/28	R	**Lesson 12**- Afghanistan (1979-89)	**Group 3 Discussion** "Afghanistan (1979-89)" (7:45-8:05PM) Group 4 Discussion	**During Class**
8	3/5	T	**Lesson 13** – Post-Cold War Challenges	**Group 4 Discussion** "Post-Cold War Challenges" (7:45-8:05PM) Discussion 9/11 to Today	**During Class**
	3/7	R	**Lesson 14** – 9/11 to Today	Discussion "9/11 to Today" Exam 2 Review	**During Class**
9	3/12	T	Spring Break – No Class	No Assignments or Readings	
	3/14	R	Spring Break – No Class	No Assignments or Readings	
10	3/19	T	**Exam 2 – Midterm History of Intelligence In National Security & History of Intelligence in National Security Units** Visitor: Dr. Mark Peters	**Exam 2: To Be Announced**	**During Class**
				Highly Recommended Readings: Intel Stories: Some IC successes are behind the scenes, while others are front-page news. Read our featured Intel Stories to learn the story behind key IC victories. **Resource:** https://www.intelligence.gov/mission/intel-stories U.S. Intelligence Community Faces Four Major Challenges September 4, 2018 By Robert K. Ackerman **Resource:** https://www.afcea.org/content/us-intelligence-community-faces-four-major-challenges The Future of US Intelligence: Challenges and Opportunities Emerging Security June 27, 2018 By Carter Vance **Resource:** http://natoassociation.ca/the-future-of-us-intelligence-challenges-and-opportunities/ **Readings**: Review Worldwide Threat Assessment of the U.S. Intelligence Community **Resources:** https://www.dni.gov/files/documents/Newsroom/Testimonies/2018-ATA---Unclassified-SSCI.pdf	**Mar 21, 2019**

UNIT #3: COMPLEXITITIES OF INTELLIGENCE IN THE 21ST CENTURY

	3/21	R	**Lesson 15** - Successes and Challenges for the intelligence community Visitor: Demitrious Apolinar	Discussion "Intel Stories" Relating to Successes and Challenges for the IC	**During Class**
				Recommended Readings: Review the 2018 Foreign Economic Espionage in Cyberspace	**Mar 26, 2019**
				Resource: https://www.dni.gov/files/NCSC/documents/news/20180724-economic-espionage-pub.pdf	
11	3/26	T	**Lesson 16** - Economic Espionage in Cyberspace	Discussion "Economic Espionage in Cyberspace"	**During Class**
				Recommended Readings: Foreign Terrorist Organizations U.S. Department of State	**Mar 28, 2019**
				Resource: https://www.state.gov/j/ct/rls/other/des/123085.htm	
	3/28	R	**Lesson 17** - Terrorism	Discussion "Acts of Terrorism"	**During Class**
				Required Readings: Journal Article - Intelligence, Democracy, and Freedom Robert M. Gates Presidential Studies Quarterly Vol. 22, No. 2, Freedom and Security (Spring, 1992), pp. 231-237	**Apr 2, 2019**
				Resource: https://www.jstor.org/stable/pdf/27550944.pdf?seq=1#page_scan_tab_contents	
12	4/2	T	**Lesson 18** - Intelligence and Democracy Visitor: Demitrious Apolinar	Discussion "Intelligence and Democracy"	**During Class**
				HW3: Select one of the below article/topics and write a one (1) page, using APA citations, analysis of the selected article/topic. Recommend conducting further research to incorporate into your paper.	**Apr 9, 2019**

Week	Date	Day	Lesson	Activity/Description	Due
				What We Investigate Federal Bureau of Investigation Resource: https://www.fbi.gov/investigate/terrorism Preventing Terrorism Department of Homeland Security Resource: https://www.dhs.gov/topic/preventing-terrorism	
				OPTIONAL: Submit for review prior to due date/time	
	4/4	R	**Lesson 19** - Information in a Free Society	Discussion "Information in a Free Society"	**During Class**
13	4/9	T	**Lesson 20** - Intelligence Role in Climate Change	Discussion "Intelligence Role in Climate Change"	**During Class**
	4/11	R	**Exam 3 – Complexities of Intelligence in the 21st Century Unit**	**Exam 3: To Be Announced**	**During Class**
				Readings: Review the National Cyber Strategy	**Apr 16, 2019**
				Resource: https://www.whitehouse.gov/wp-content/uploads/2018/09/National-Cyber-Strategy.pdf	
UNIT 4					

UNIT 4: THE ROLE OF CYBER IN INTELLIGENCE AND NATIONAL SECURITY

Week	Date	Day	Lesson	Activity/Description	Due
14	4/16	T	**Lesson 21** - National Cyber Strategy	Discussion "National Cyber Strategy"	**During Class**
				Required Readings: Review the 2018 Department of Defense Cyber Strategy	**Apr 18, 2019**
				Resource: https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF	
	4/18	R	**Lesson 22** - DoD Cyber Strategy	Discussion "DoD Cyber Strategy"	**During Class**
15	4/23	T	**Lesson 23** - Critical Intelligence Components in Cyber	Discussion "Critical Intelligence Components in Cyber"	**During Class**
				HW4: Write a one (1) page paper, using APA citations, providing an overview and comparison of the National and Department of Defense Cyber Strategy.	**Apr 30, 2019**
				Recommended Readings: Joint Publication 3-12 Cyberspace Operations	
				Resource: https://fas.org/irp/doddir/dod/jp3_12.pdf	
	4/25	R	**Lesson 24** - Weaponizing Cyber	Discussion "Weaponizing Cyber"	**During Class**
16	4/30	T	**Lesson 25** - National Secrets and Wikileaks	Discussion "National Secrets and Wikileaks"	**During Class**
	5/2	R	**Lesson 26** - Intelligence and Influence Operations	**Last Day of Class** Discussion "Intelligence and Influence Operations"	**During Class**
	5/6			**Student Study Day**	**No Class**
	5/7			**Student Study Day**	**No Class**
	5/9		**Final Exam**	**Exam 4: The Role of Cyber and Intelligence and National Security**	**During Class 6PM – 8:30PM**

DETAILED GRADING SCHEME

SUBJECT	PERCENTAGE OF OVERALL GRADE	DESCRIPTION
Home Assignments/Activities	40%	Homework Assignments are due at the beginning of the class period on dates indicated.
Participation	25%	Classroom participation should result in insightful comments and interesting connections between students and professor and foster a high level of energy and enthusiasm in the classroom learning environment.
Exams	15%	Exams are an important entity of the learning process and serve as an effective mechanism to assess what has been learned, comprehended, and retained in regard to particular subject matter.
Final Exam	20%	The Final Exam will be comprehensive in nature.
Total Final Grade	100%	

LETTER GRADE EXAMPLE

The final course grade will be based on the following scale:

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

EXTRA CREDIT

The instructor for the course determines extra credit and the policy, if any.

UTSA SERVICES AND POLICIES

COUNSELING SERVICES

Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at http://utsa.edu/counsel/ or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

STUDENT CODE OF CONDUCT AND SCHOLASTIC DISHONESTY

The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 http://utsa.edu/infoguide/appendices/b.html#sd

STUDENTS WITH DISABILITIES

The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157 (Main) or (210) 458-2945 (Downtown).

TOMÁS RIVERA CENTER

I encourage you to utilize the Tomás Rivera Center's (TRC) student support services for assistance in study strategies and course content. These services are available to you at no additional cost. For more information regarding these services, please visit the TRC web site at www.utsa.edu/trcss.

- Academic Success Coaching provides one-on-one study skills assistance through Academic Coaching and group study skills assistance through the Expert Learner Series Workshops. Call the office to schedule an Academic Coaching appointment at (210) 458-4694, visit the TRC web site for the Expert Learner Series schedule, or stop by MS 1.02.02.
- Supplemental Instruction (SI) offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the TRC web site or check with your class SI Leader for details. You can call the SI office if you have questions or for more information at (210) 458-7251.
- Tutoring Services provides walk-in tutoring in a variety of subjects with several locations to choose from and the Math Assistance Program (MAP) for assistance in College Algebra and Pre-Calculus. Call (210) 458-6783 for more information or visit the TRC web site for tutoring schedules.

If you are taking classes at the DT Campus, the TRC Downtown offers a variety of services to assist you. Stop by the TRC at the Downtown Campus in DB 2.114 or call (210) 458-2838.

WRITING CENTER

At the Judith G. Gardner Center for Writing Excellence, peer tutors help undergraduate and graduate students with any step in the writing process, from brainstorming and understanding an assignment to planning and revising. They can help with all types of writing assignments. In addition to one-on-one tutoring, they offer workshops throughout the semester on documentation and

other writing topics. There are two locations: JPL 2.01.12D (main campus) and FS 4.432 (downtown campus). They also offer online tutoring seven days a week. To learn more about their hours and to make an appointment, visit the website: utsa.edu/twc.

TRANSITORY/MINOR MEDICAL ISSUES

In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

COPYRIGHT AND FAIR USE

For more information on copyright, see the University of Texas System Office of General Counsel web site. A printed copy is also available at the Reference, Circulation and Multimedia Center service desks in the Library. For local guidance, please contact the UTSA Library at 210.458.7506 and check the information at http://lib.utsa.edu/About/Policies/copyright.html.

THE ROADRUNNER CREED

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

CHANGES

This syllabus is provided for informational purposes regarding anticipated course content and schedule of courses. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes necessary and/or appropriate. I will make every effort to communicate any changes in a timely manner. Students are responsible for the awareness of these changes.