Course Overview and Objectives:
Students will demonstrate their mastery of MCJ/INSS core competencies by conducting a capstone project. This capstone seminar provides a culminating experience in which students apply concepts, theories, and research skills gained in the program to professional practice. This course is taken in the students’ final year of the program.

Required Readings:
3. Rubin, A. Guide to Reading Non-Textbook Texts

Project Options:
Students must select one of the 4 options as their capstone project. A detailed rubric will be provided after students make their selection.

1. Research Proposal
2. Workplace Problem
3. Intelligence Estimate
4. Intelligence Collection Management Exercise

Grades:
1. Attendance 10%
2. Topic- 5%
3. Outline- 10%
4. Rough Draft 1- 10%
5. Rough Draft 2- 10%
6. Final Project-35%
7. Presentation- 20%
Option 1: Research Project Proposal

Students who choose this option are required to produce an applied research paper within the fields of criminal justice or intelligence and national security studies broadly defined. Students choose their own research topic based upon their academic and intellectual interests and the approval of their faculty supervisor. The research project involves writing a proposal for a research project. This proposal will demonstrate that students understand how to ask a meaningful research question, how to find and summarize relevant literature, how to find or collect data for analysis, and how to write academically.

Students must follow the specific structure of their project paper outlined below and should be 10-15 double-spaced pages (title page and references not included) in size 12 font with 1” margins.

1) **Title page:** (title of paper, name, date).
2) **Introduction:** An introduction to the research question or problem under examination with an emphasis on its relevance and significance.
3) **Literature Review:** An overview of the literature that directly relates to the research question.
4) **Current Study:** A brief summary of the goal of project, hypotheses, and/or research questions.
5) **Methods:** A summary of the data that would be used (secondary) or collected (primary) and an appropriate a description of the research methodology.
6) **Conclusion:** summary of the goals, the limitations, and the policy implications of the proposal.
7) **References:** A minimum of 15 APA style references.

The research proposal should mirror the style of an academic article. Students must write in clear, formal, academic style writing.
Option 2: Solve a Workplace Problem

Requirements

1. The Workplace Problem Paper must be no less than ten (10) pages but no more than fifteen (15) pages in length and must use 1” margins.
3. The Workplace Problem Paper must be typed and double-spaced, use font size 12.
4. While extensive research is not the object of the paper, students shall use and list no less than twelve (12) different reference sources, using standard APA format.
5. Students are expected to use proper grammar and punctuation and formal, conventional writing style.
6. Proper APA style citations must be used.
7. Your topic for the Workplace Problem Paper must be approved by the professor.
8. The Workplace Problem Paper format must be followed.

Definition
The Workplace Problem Paper may be defined as “the overview of a problem and the presentation of a proposed solution(s) for others to consider.”

Steps to Follow
The student’s task is to place yourself in the position of a member of a criminal justice/INSS planning staff; to review an approved agency problem; to summarize some research on the topic, and to write a paper for a chief or other executive to act on. You must provide one or more recommended solutions for the problem you select.

Your writing must be clear and concise so the executive can readily understand the problem, review the facts, comprehend the reasoning behind the solution/recommendations and be prepared to act. Your research must reflect high academic quality.

I. The Problem - The statement of the problem tells the executive what the difficulty is; what problem is to be solved. No discussion is necessary at this point. In later sections you will be elaborating on the facts, issues, solutions, etc. The “problem” must be approved by the instructor.

II. Factors bearing on the Problem - This section includes facts or statements of truth which can be substantiated. For example, “The average education level of the police officer in this city is 14.5 years (or high school plus 2 ½ years college).” Another example might be, “Last year the citizens of this county only reported 200 crimes in progress to the police” or “the jail population averaged 20% above maximum capacity in fiscal year 1983/84.”

List each factor separately. (Use capital letters to identify factors) Cite any references used for these facts using APA style.

Also, in this section, the student may list any assumptions which may lend weight to
their final recommendation/solutions. Examples: “It is assumed that if the victims of crimes are compensated for their time spent testifying in court, more citizens will be willing to become involved in prosecutions; or, “It is assumed that better trained officers will be able to more effectively communicate with the public.

III. Discussion - The discussion section is the “meat and potatoes” of the Workplace Problem Paper. It contains the critical analysis of the problem and all possible factors researched. It reviews the “pros and cons” of the issues raised and possible solutions. It provides rationale for the eventual recommended solution(s). This is the critical area for the student to show you have done your research properly. This is the longest section. Cite all references. Each factor listed in Section II must be elaborated on in Section III (Discussion).

IV. Conclusion(s) - Now that you’ve shown how you reasoned through the problem, state a conclusion. The conclusion is nothing more than a paragraph or two of the best possible solution or solutions which you have described in detail in the Discussion section. You do not need to continue the discussion. You should not introduce new material in this section. Example: “Although new jails could be constructed to house more inmates, a new program of community custody for first offenders convicted of nonviolent crimes would prove more cost-effective.”

V. Action recommended - In this section you tell the instructor (and the criminal justice executive) what your final recommended action is. Alternate possible actions have already been reviewed in your Discussion section. You’re making a commitment to a single course of action. Example: “It is recommended that the city hire five more prosecuting attorneys and three more judges in order to make the court system more expedient.” You may include several steps that must be done in support of your action recommended, including a time frame for possible actions steps.
Option 3: Intelligence Estimate

Assignment Rationale: The entire purpose for the existence of the Intelligence Community is to inform the policymaker. As you’ve learned in previous courses, intelligence analysts’ job is to translate the raw intelligence collected from throughout the government into a form that helps policy makers understand world events and challenges. The intelligence estimate is not a firm prediction of the future but the analyst’s best estimate of how a problem is likely to develop over time. By providing key background material, likely scenarios, and descriptions of what developments might point to specific outcomes, analysts help the policymaker plan for the future.

In this exercise, you are an intelligence analyst. As you remember from your previous coursework, the intelligence estimate is a decision-making tool that helps policymakers understand the dynamics of a situation to help them determine their best course of action. In the real world, intelligence estimates are the product of extensive inter-agency collaboration. A single individual may draft the estimate, but dozens of others are involved in editing, coordinating, and reviewing the author’s judgments. Here, you have the freedom to pursue a topic that interests you without involving extensive bureaucracy.

Here are a few guidelines to help you with this project:

Product: You will submit an intelligence estimate to your instructor by April 21st.

Topic: You may choose any analytic topic, subject to your instructor’s approval. This topic should be a “wicked problem,” a complex problem that is impossible to solve but must be addressed. As an intelligence analyst, your goal is not to provide the policymaker with a solution, but with the perspective needed for optimum decision making. Examples of topics you might consider include:

- What are the risks of a Russian invasion of Ukraine?
- Can China be influenced to improve its treatment of Uyghur and other minorities?
- Will China try to regain Taiwan militarily?
- What are the prospects of Iran agreeing to a new nuclear deal?
- What are the prospects for stability in Syria? (Or Libya, Ethiopia, or Afghanistan?)
- What are the most important trends in U.S. domestic terrorism?
- How will Covid affect [Country X] in the next year?

Target Audience: Please choose a policymaker or policymakers appropriate to your topic. This may include the President of the United States, Secretaries of State or Defense, or some other senior figure involved in deciding U.S. foreign, military, or other policy. This targeted audience may be the actual incumbent or an imaginary figure.

Memo Directions
The page limit for all materials will not exceed 15 pages double-spaced (excluding sources/footnoting, an appendix, and other supporting materials) and must be at least 10 pages in length.

1. Heading containing the author’s name and the intended recipient of the memo along with a descriptive title. A descriptive title should be specific, so your reader knows what to expect of the report.

2. Memo begins with your BLUF (Bottom line up front). If your policymaker had only 5 minutes to read your estimate, what would you most want him/her to know?

3. A “key judgments” section with bullets that lays out the essence of the memo. This section should be no more than two pages. Key judgments must consist of a strong topic sentence followed by 3-5 sentences that directly support the topic sentence.
   - Be sure to include words of estimative probability (rarely, most likely, etc.) and describe your level of confidence in your sources and your judgments.

4. A background section that addresses only the essential information the policy maker must know to understand the current situation and future risks. This section should be no more than one-quarter of your total product.

5. An outlook section that provides clear and strong support for the key judgments.
   - Use alternative futures analysis to develop at least four possible outcomes for your problem.
   - Your goal is to provide the policymaker with the information she or he needs to make decisions. This means that you should not only provide an outline of the potential future scenarios you map but include relevant details to help your audience recognize different potential pathways.
     - For example, what developments would most likely suggest that China is about to invade Taiwan? Would we see an increase in propaganda, additional military overflights, perhaps attempts to sabotage Taiwanese defenses?

6. Close with intelligence gaps; that is, further intelligence collection that would be needed to answer the key intelligence questions. This section should be no more than half a page.

6. An appendix with any supporting analysis or technical information (If appropriate).

7. Include charts, graphs, and other supporting material as appropriate.

Indicators of excellent content include:
- Clear judgments that are well-supported, logical, and persuasive
- Significant and strong sourcing to support claims
- Consideration of multiple hypotheses and/or perspectives
- IMPORTANT: Provide content that tells policy makers something new/novel/important that can help them make better decisions. This will mean stepping beyond description and
drawing supported claims relevant to the issues and the capabilities of your customer. (As one senior intelligence official said, “If it is a fact, it ain’t intelligence”.)

**Resources**

Please review the structure and wording choices made in the [2021 National Intelligence Estimate on Climate Change](https://www.cia.gov/readingroom/advanced-search-view) and the [2021 National Intelligence Estimate on the Intelligence Community assessment on COVID-19 origins](https://www.cia.gov/readingroom/advanced-search-view). If you like, you may review thousands of other intelligence estimates (going back to the 1950s) at the CIA’s Freedom of Information Act Electronic Reading Room:

1. Go to the CIA Electronic Reading Room and choosing the Advanced Search option: [https://www.cia.gov/readingroom/advanced-search-view](https://www.cia.gov/readingroom/advanced-search-view).

2. Add keywords of your choice to the “Search Terms” box. Under “Document Title,” type either <<NIE>> or <<SNIE>>. Scroll down the list of documents provided until you find topics that interest you.
Option 4: Intelligence Collection Management Exercise

Assignment Rationale: An intelligence collection strategy is a systematic plan to effectively and efficiently collect the intelligence that allows analysts to answer the policy maker’s most important questions. Building and operating intelligence satellites, recruiting and paying human assets, and intercepting communications all costs money. In some cases, these operations also risk lives. The collection management officer’s job is to use his or her knowledge of intelligence collection systems to ensure both that the policymaker gets the best possible support from the Intelligence Community (IC) and that intelligence collectors receive the taskings that best match their abilities.

Your job as a collection management officer is to plan our collection effort so that we can provide the policymaker with maximum support for minimum cost. You will identify a key national security issue and develop a collection plan for to enable the IC to support policymaker needs.

1. Your first task will be to choose a key issue that directly affects national security. Such issues might include:
   - China’s plans to regain Taiwan
   - Threats to democracy in India
   - The Iranian nuclear program
   - The prospects for civil war in [Country X]
   - Russian and Iranian collaboration in Syria
   - Prospects for the political opposition in Russia
   - Human rights in [Country X]
   - Islamic State or other terrorist group operations
   - Narcotics production in Colombia

(Please note: For the purpose of this exercise, we will only be collecting against foreign policy/national security-related targets.)

2. Justification. Once you have chosen your issue, draft a 3-5 page (double spaced) overview of the issue and what makes it important to U.S. national security.
   - Remember, we have limited time or money, so we need to be sure we’re collecting information on the issues that matter most.

3. Focus. Put yourself in the policymaker’s shoes. That policymaker might be the president, Secretary of State or Defense, the DEA administrator, or some other key decision maker within the United States Government. Draft a list of at least 10 questions that decisionmaker might ask about your topic over the next year.
   - These should be questions that get to the “meat” of the issue, that involve the information the policymaker will need to respond to developments.
4. **Looking forward.** Using alternative future scenarios, generate at least four alternative scenarios of how your target may change in the future. Identify at least 5 indicators for each of these scenarios that would “tip you off” that this particular scenario was emerging.

- Now reword your indicators into questions. (For example, if I said that an increased Russian troop build-up was an indicator that Russia might invade Ukraine, I could reword the indicator into the question “Is Russia increasing its troops along its border with Ukraine?”)

5. **Identifying resources.** You now have a total of 30 questions. Now research the various means that the U.S. Intelligence Community uses to collect intelligence. Your goal is to identify between one and five intelligence collection methods to find the information to answer each of your 30 questions.

6. **Present your plan.** Write a 10-12 page memo describing both your intelligence questions (known in the field as “requirements”) and your plans for collecting information to answer each of those questions.

- Be as efficient as possible and match the task to the capabilities of the system. It would be a waste of resources, for example, to expect overhead imagery to tell you Vladimir Putin’s opinions.
- Be realistic. Of course, it would be nice if we could, for example, put a listening device in Xi Jinping’s bedroom, but don’t underestimate Chinese security.
- Be detailed. If you believe that recruiting a human source is your best means of learning the answer to a question, don’t stop there. Explain what kind of asset the Case Officers should look to recruit. Should they look for a senior officer in that country’s Ministry of Defense? Somebody who lives in a house that looks out over a key facility? A telephone operator with access to call records?
Presentation

On the date you have been assigned, you will conduct a 10- to 15-minute PowerPoint presentation on your final project.

You will be asked questions based on your presentation and be expected to answer them in a highly professional, academically sound manner.

Each of the sections in your project must be covered in your PowerPoint.

Submit a copy of your PowerPoint on Blackboard.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Welcome/Syllabus</td>
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<tr>
<td></td>
<td>Picking a topic</td>
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<td>Jan 27</td>
<td>Importance of academic research</td>
<td>Rubin</td>
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<tr>
<td>Feb 3</td>
<td>Professor Bolsinger Guest Lecture</td>
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<td>Topic due at midnight</td>
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<tr>
<td>Feb 10</td>
<td>Planning a project</td>
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<tr>
<td>Feb 17</td>
<td>Writing a literature review</td>
<td>Denney &amp; Tewksbury</td>
<td>Outline Due at 6pm</td>
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<td>Feb 24</td>
<td>Peer Writing Group</td>
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<tr>
<td>March 3</td>
<td>Research methods in social sciences</td>
<td>Fox &amp; Jennings</td>
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<tr>
<td>March 10</td>
<td>Peer Writing Group</td>
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<td>Rough draft 1 due at midnight</td>
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<td>March 17</td>
<td>Spring Break No Class</td>
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<tr>
<td>March 24</td>
<td>Peer Writing Group</td>
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<td>Rough draft 2 due at midnight</td>
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<td>March 31</td>
<td>Career Workshop</td>
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<td>April 7</td>
<td>Meetings about project</td>
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<td>April 14</td>
<td>Meetings about project</td>
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<td>April 21</td>
<td>Projects Due</td>
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<td>Projects due at midnight</td>
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<td>April 28</td>
<td>Project Presentations</td>
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<td>May 5</td>
<td>Project Presentations</td>
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Course and University Policies

**Student Expectations** To ensure learning outcomes are met, students are expected to:

**Participate.** Students are expected to be prepared for class by completing required readings prior to the start of class. Students are expected to contribute to all class discussions and are responsible for all material presented in each module, including course related announcements.

**Check Email & Blackboard Regularly for Course Correspondence.** Important information regarding the course schedule, assignments, and grades will be posted to Blackboard.

**Be Respectful.** This includes directing full attention to discussions. When participating in discussion and in email exchanges with the instructor and other classmates, students are expected to use respectful language. Do not communicate with others via the Internet in a way you would not interact with them in person. Disrespectful language, and/or disrespectful classroom behavior will not be tolerated. Disregard for this expectation will result in students being asked to leave class. In instances of serious or repeated infractions, students will be subject to University disciplinary action.

**Complete Exams and Assignments When Scheduled.** Students are informed in writing (this syllabus) of the due dates of ALL assignments for the entire semester on the first day of class. For this reason:

**LATE WORK IS NOT ACCEPTED & MAKE UPS ARE NOT AN OPTION***

* Exception: Emergencies, Religious Observances, & University Excused Absences. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for an announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed.

**Make Up Exam / Assignment Policy:** If a student feels an unforeseen event requires them to request a make-up test/assignment, he or she must complete the following:

(1) **Determine the event constitutes a University Excused Absence or an emergency.** Emergencies refer to very serious physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do NOT refer to events such as: social obligations (e.g., weddings, birthdays), computer/technology issues, or work requirements.

(2) **Communicate (email/office hours) your issue as soon as possible: preferably before class.** Delayed requests may not be considered.

(3) **Provide acceptable documentation of the emergency** (documents from a person or organization other than the student [e.g. medical professional]).
If the instructor determines all 3 criteria are satisfied, a make-up exam / assignment will be given at a date and time of the instructor’s choosing.

**Extra Credit:** There will be no end-of-semester extra credit opportunities.

**Right to Change Syllabus:** Although I put considerable effort into the syllabus to balance your workload and ensure that the course flows, adjustments to the content, timeline, and due dates for assignments may be required during the semester. If this is necessary, some components of the syllabus may change. However, any such changes will be posted on Blackboard. The students are responsible for any such announced changes.

**Video/Audio Recording and Course Material Reproduction:** Materials for this course are considered property. **Notes, tapes, and written materials developed by or provided to the students may not be sold or given to other persons. You may not photograph, screen capture, video, or audio record course lectures, quizzes, or any other course material for any reason.**

**Effective Electronic Communications:** It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance. For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself). More information on Netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette).

**Technical Information and Support:** The University of Texas at El Paso offers complete technical information and help desk support at: [http://issweb.utep.edu/techsupport/](http://issweb.utep.edu/techsupport/)

**Scholastic Integrity:** Please refer to the UTEP’s Policy outlined in the 2006-2008 Graduate Catalog, page 44. [http://www.utep.edu/catalogs/2006/2006-2008GRAD.pdf#index](http://www.utep.edu/catalogs/2006/2006-2008GRAD.pdf#index)

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other
academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of the Dean of Student Affairs may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

**Academic Dishonesty Statement:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with
Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

**A note about sexual misconduct:** What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP’s Title IX Coordinators can be found here: http://utep.edu/titleix/Title%20IX%20Coordinators%20.html

**UTEP Drop Policy:** If circumstances arise to where a student must drop this course, it is the student’s responsibility to initiate the course drop. It is also the student’s responsibility to determine how dropping courses may affect his or her financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. a) If a course is dropped within the first 2 weeks before the “official census date”:
   1. the course will not appear on the transcript and
   2. the course will not count toward the 6-course drop limit.

2. b) If a course is dropped after the official census data but before the “course drop date”:
   1. the student will receive a “W” in the course
   2. the drop will show on transcripts but will not lower GPA
   3. the drop will count toward the 6 class drop limit

3. c) If the course is dropped after the “course drop date” or if the student just stops coming/taking tests, etc.:
   1. UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
   2. the drop will count against the 6 class drop limit.

4. d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for
disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify me at: tedickinson@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Student Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.