

Course Information

Course Number: INTA 689
Course Title: National Security Investigations and Operations
Section: Section 650
Time: 6:30pm – 9:10pm
Location: 7th Floor, DC Teaching Site
Credit Hours: 3 Credit Hours

Instructor Details

Instructor: XXX
Office: 7th Floor
Phone: XXXXXXXXXX
E-Mail: XXXXXXXXXX
Office Hours: XXXXXXXXXX

Course Description

“National Security Investigations and Operations” is a three-hour graduate course designed to give students an in-depth understanding of federal criminal, counterintelligence, and counterterrorism investigations and operations. It introduces students to the jurisdictions of federal law enforcement agencies and the roles and responsibilities of Special Agents. The course employs a practicum approach, utilizing classroom instruction, followed by exercises intended to allow the student to experience all facets of a simulated investigation. Historic operations will be examined to identify investigative successes / failures, and lessons learned. The process and authorities for developing proactive operations are also presented.

Specific investigative skills covered include interviewing and sworn statements, physical and technical surveillance, evidence handling, affidavits and subpoenas, confidential sources, search and arrest warrants, interrogation, case documentation, oral briefings, and prosecutive support. Assigned readings, classroom discussions, and guest speakers will be used to supplement the investigative exercises. It is essential that students complete assigned readings prior to each class. By the end of the course, students will have completed multiple investigative actions, maintained a case file, and prepared a comprehensive report of investigation.

Course Prerequisites

None

Special Course Designation

None

Course Learning Outcomes

Upon completion of this course, the student will be able to:

- 1) Identify federal agencies with the mission to conduct counterintelligence, and counterterrorism investigations. Understand the federal hiring process and the training that Special Agents undergo. Identify the primary and secondary duties of a Special Agent.
- 2) Recognize the goals of an investigation and the federal authorities associated with conducting an investigation. These include the authorities incumbent to federal agencies, such as interviewing, sworn statements and administrative subpoenas, and those requiring coordination with the Department of Justice, such as grand jury subpoenas and search/arrest warrants.
- 3) Demonstrate an ability to perform investigative actions during a simulated investigation, including records reviews, interviews, surveillance, case briefings, affidavits, execution of search warrants, evidence seizure, interrogation and testifying. Assess successes and failures associated with historic investigations.
- 4) Prepare written products that show an understanding of investigative procedures and clearly articulate the results of investigative activity. Demonstrate the ability to verbally brief investigative findings to senior officials.
- 5) Identify the role of proactive operations in federal law enforcement and the process for initiating an operation.

Textbook and/or Resource Materials

1. *Federal Law Enforcement Careers*, Thomas Ackerman
2. *Interviewing and Interrogation for Law Enforcement*: John Hess
3. *FLETC Legal Training Handbook*
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf
4. *FBI: Domestic Investigations and Operations Guide*
https://www.justsecurity.org/wp-content/uploads/2019/03/FBI.DIOG_.pdf
5. *NCIS Manual*
<https://www.ncis.navy.mil/Portals/25/Documents/Reading%20Room/Operational%20Records/NCIS%20Manual%201%20updated%2018%20Dec%2018.pdf?ver=2020-05-28-150835-317>
6. *Law Enforcement Investigations*, Department of the Army
https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp3_39x12.pdf
7. *National Security Letters in Foreign Intelligence Investigations*, CRS
<https://crsreports.congress.gov/product/pdf/RL/RL33320>
8. *Surveillance of Premises, Vehicles and Persons*, Treasury Dept
<https://www.ojp.gov/pdffiles1/Digitization/60130NCIRS.pdf>

9. *Review of the FBI's use of Pen Registers under FISA 2007-09*, Dept of Justice
<https://oig.justice.gov/reports/2015/o1506.pdf>
10. *FISA, An Overview*, Federal Law Enforcement Training Center
https://www.fletc.gov/sites/default/files/imported_files/training/programs/legal-division/downloads-articles-and-faqs/research-by-subject/miscellaneous/ForeignIntelligenceSurveillanceAct.pdf

Additional readings may be assigned throughout the course and will be made available to the students in the form of handouts or e-mails.

Grading Policy

CASE FILE: Students will be responsible for maintaining an investigative case file throughout the simulated investigation. The case file will document all investigative activity and evidence seized. At the mid-point of the course, students will orally brief preliminary investigative findings. At the conclusion of the investigation, students will prepare a comprehensive report of investigation and submit a completed case file for review.

AGENCY OVERVIEW: Students will research and present an overview of a federal law enforcement agency. This will help familiarize fellow students with the history, mission and significant investigative/operational activities performed by selected agencies. Agencies will be assigned by the instructor at the beginning of the semester.

HISTORIC CASE STUDY: Students will research and present an overview of a historic espionage investigation conducted by a federal law enforcement agency. The intent of the assignment is for the student to demonstrate an ability to recognize and understand how investigative techniques presented, discussed and applied during the simulated course investigation were practically applied in a real-world setting.

Participation and Attendance: All students are expected to attend each class and to actively participate in classroom discussions and exercises.

GRADING

Course Participation (Participation in Exercises and Classroom Discussion)

10%

Law Enforcement Agency Overview

20%

Historical Case Study

30%

Completed Report of Investigation and Case File
40%

The following scale will be used for calculating final grades for this course
90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

GRADING POLICY

<http://student-rules.tamu.edu/rule10>

KEY DATES

Law Enforcement Agency Overview: **Week 2**

Historical Case Study Briefing **Week 13**

Report of Investigation and Case File: **Week 15**

Late Work Policy

Late work (submitting the research paper, homework assignments, or other assigned makeup work after the specified due date) will be accepted with prior approval of the instructor. Grading will be reduced by a minimum of 5 percentage points per day.

For additional details, please see [Student Rule 7](#).

Course Schedule

(Syllabus topics are subject to change)

Week 1 Federal Law Enforcement Agencies & Special Agent Job Series

Federal Law Enforcement Agencies
Federal Offenses and Jurisdiction
Special Agent Job Series
Hiring Process and Training

Readings:

Federal Law Enforcement Careers, Thomas Ackerman, Chapters 1 – 5

FLETC Legal Training Handbook
Chapter 1 (Jurisdiction and Authority)

NCIS Manual

Chapter 46 (Recruitment and Selection of Special Agents)

Chapter 13 (Special Agent Careers)

Chapter 14 (Training and Development)

Week 2 Counterintelligence and Counterterrorism Investigations

Class Presentations: Agency Jurisdictions and Missions

National Security Investigations (Predications and Goals)

Legal Authorities for Investigative Activities

Historic Case Study

Readings:

FLETC Legal Training Handbook

Chapter 6 (Introduction to Criminal Law)

FBI, Domestic Investigations and Operations Guide

Section 6 (Preliminary Investigations)

Section 7 (Full Investigations)

Week 3 Initial Investigative Activity

Documenting Investigative Activity (Case File Maintenance)

Initial Allegations and Preliminary Investigative Activity

Identification / Elimination of Suspects

Internal Records Review (Security and Personnel Records)

Readings:

NCIS Manual

Chapter 25 (Report Writing)

Chapter 45 (Managing Investigations)

FBI, Domestic Investigations and Operations Guide, Section 18.5.2

Week 4 Identification/Elimination of Potential Subject (Records)

GUEST SPEAKER

Internal Network Activity

External Records Review (Open Source / Social-Media)

External Records Review (Publicly Available Records)

Witness Interviews

Readings:

Interviewing and Interrogation for Law Enforcement: John Hess, Chapters 1 – 6

FLETC Legal Training Handbook, Chapter 15, Section 15.7 (Electronic Evidence)



FBI: Domestic Investigations and Operations Guide
Sections 18.5.1, 18.5.3, 18.5.4, 18.5.6, 18.5.7

Week 5 Identification/Elimination of Potential Subject (Interviews)
 Conducting Witness Interviews
 OPSEC, Non-Disclosure Agreements, and Sworn Statements
 Ruse Interviews
 Historic Case Study

Week 6 Intermediate (More Intrusive) Investigative Activities
 Conducting Ruse interviews
 Network Monitoring
 Administrative Subpoenas / National Security Letters

Readings:

FBI: Domestic Investigations and Operations Guide, Sections 18.6.6

National Security Letters in Foreign Intelligence Investigations, CRS

Week 7 Intermediate (More Intrusive) Investigative Activities
 GUEST SPEAKER
 Surveillance Fundamentals (Static / Mobile – Physical Electronic)
 Workplace Surveillance (Static / Electronic)

Readings:

FBI: Domestic Investigations and Operations Guide, Sections 18.5.8, 18.6.3, 18.6.12

FLETC Legal Training Handbook, Chapters 15.5 & 18

Law Enforcement Investigations, Department of the Army, Chapter 5

Surveillance of Premises, Vehicles and Persons, Treasury Dept.

Week 8 EXERCISE: Surveillance, Searches and Evidence Handling
 Public Surveillance (Mobile / Physical)
 Workplace Searches
 Public Searches
 Evidence: Seizure / Handling
 Case Review

Week 9 DOJ Support: (Subpoenas, Warrants & FISA)

Cooperating Sources and False Flag Operations

Grand Jury Subpoenas (Corporate Records)
Search Warrants (GPS Vehicle Tracking)
FISA Warrants (Telephone Pen Register & Communications Intercepts)
FISA Warrants (Surreptitious Entry & Technical Surveillance)
Use of Cooperating Witnesses and Sources
False Flag Operations

Readings:

FBI: Domestic Investigations and Operations Guide
Sections 18.5.9, 18.6.5, 18.6.9, 18.6.7 – 6.10, 18.7.2, 18.7.3

FLETC Legal Training Handbook, Chapter 15, Section 15.1 – 15.5

A Review of the FBI's use of Pen Registers under FISA 2007-09, Dept of Justice

FISA: An Overview, Federal Law Enforcement Training Center

Week 10

**DoJ Support – (Grand Jury Proceedings, Arrest & Search Warrants)
Interrogation and Polygraph**

Grand Jury Proceedings, and Indictments
Criminal Complaints, Arrest Warrants and Arrests
Search Warrants (Homes, Businesses and Persons)
Subject Interrogations
Polygraph

Readings:

Interviewing and Interrogation for Law Enforcement: Hess, Chapters 7 – 9

FBI: Domestic Investigations and Operations Guide, Section 18.6.11, 18.7.1

Law Enforcement Investigations, Department of the Army, Chapter 1 - 3 & Appendix E

FLETC Legal Training Handbook (2019), Chapter 11 (False Statements)

Week 11

EXERCISE: Arrest / Search Warrant / Interrogation / Polygraph

Interrogation (Arrest / Custodial)
Interrogation (Indictment / Non-Custodial)
Polygraph

Week 12

EXERCISE: False Flag Operation / Arrest / Interrogation

Readings:

FLETC Legal Handbook, Chapters 4, 5 & 16 (Courtroom Evidence & Testimony)

Law Enforcement Investigations, Department of the Army, Appendix I

Week 13	Support to DOJ: Trial Prep / Testimony / Plea Agreements / Debriefs Trial preparation, Courtroom Testimony and Evidence Plea Agreements / Sentencing Subject Debrief
Week 14	Student Presentations: Case Studies Real-world application of investigative techniques
Week 15	Completed Case File and Report of Investigation Course Review

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). 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 disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most

instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M at College Station

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). Students needing a listening ear can call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends for mental health peer support while classes are in session. The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](#).

Texas A&M College Station

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Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](#) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your

privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.