

**Homeland Security and Emergency Preparedness Program**

**Internship/Capstone Experience**

**Course Guide**

***Revised January 2021***

**Developed for:**

Maryland State Department of Education

**Developed by:**

Mid-Atlantic Center for Emergency Management & Public Safety

Frederick Community College

7932 Opossumtown Pike

Frederick, MD 21702

Agreement No. 144645

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# Program Overview

## Career and Technical Education

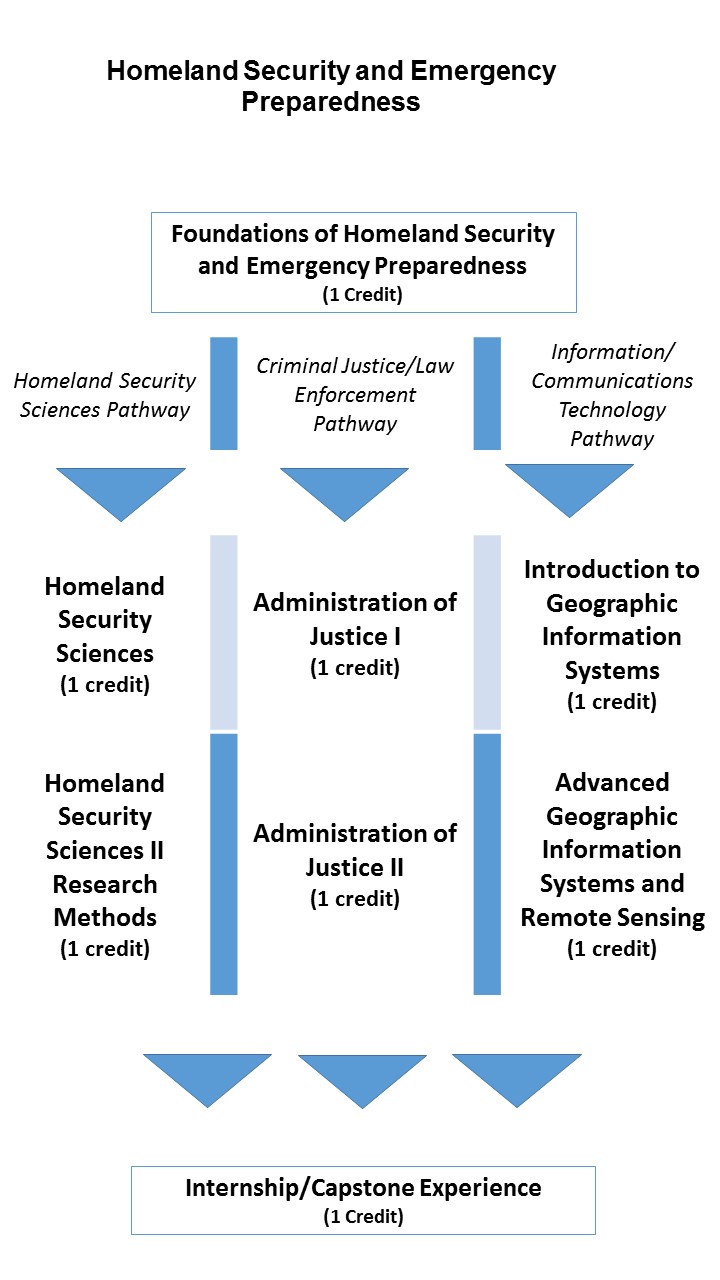
The Homeland Security and Emergency Preparedness (HSEP) curriculum is one of the Career and Technical Education (CTE) career clusters offered through the Maryland public high schools. CTE programs are designed to help students develop the skills necessary for successful employment and acquire other attributes that will enhance their overall career and occupational performance. Students enrolled in CTE programs participate in a variety of academic and CTE courses designed to prepare them for the career and educational opportunities of tomorrow. CTE is concerned with the development of the individual in five areas: personal skills and attitudes; communication and computational skills; skills of employability; occupational skills and knowledge; and career planning and lifelong learning.

CTE programs are broken down into pathways. The career clusters that are part of the Maryland CTE program vary from county to county. Not all counties offer all career clusters or programs.

## Homeland Security and Emergency Preparedness Program

Within the CTE programs, the HSEP program is part of the human resource services career cluster. The HSEP program prepares students for industry certification and/or college credit in one of three areas: Homeland Security Sciences, Criminal Justice/Law Enforcement, and Information/Communications Technology.

The HSEP program is responsive to public concerns over crime, security, the terrorist threat, dangerous weather events, and emergency response. Occupational trends indicate that employment activity in these areas will continue to be robust well into the next 10 years.



# Internship/Capstone Course

## Course Overview

This is the final course in the Maryland State Department of Education (MSDE) CTE HSEP program. In order to take this course, students will have successfully completed the Foundations in Homeland Security and Emergency Preparedness Course, and all courses in their chosen HSEP pathway.

The purpose of the Internship/Capstone Experience is to demonstrate critical thinking skills inside an environment related to homeland security and emergency preparedness. The Capstone Activity should demonstrate learning based on the pathway(s) completed by the student. With the support of the teacher and program resources, students will identify which Capstone Activity will offer the most educational benefit.

## Course Information

The Internship/Capstone Experience is the culminating course for the HSEP program. This course is designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology. Students will have the option of completing a research project, a training or certification program, a practicum experience, a service application, or enrolling in a postsecondary course. The student will play an integral part in determining which type of experience will be most beneficial and supportive of his or her individual goals. At the end of the course, students will compile a working portfolio, which documents their academic and technical skill attainment, and present it for critique.

Subject to administrative approval, students may enroll in approved postsecondary courses in lieu of completing a Capstone Activity. Links between secondary and postsecondary institutions should be established to allow students to dual enroll in related courses, receiving both high school and college credit.

## Core Learning Outcomes

In a capstone project, the student will utilize the knowledge gained during the HSEP program and develop an activity that will allow the student to:

* Collaborate with a teacher/industry mentor to develop personal career goals related to an area of interest within the homeland security and emergency preparedness field.
* Utilize critical thinking and problem solving skills to explore an area of interest through an industry-mentored research project, internship experience, or postsecondary course.
* Utilize instructional technology to meet student and professional needs.
* Assemble and present for review a working portfolio that documents the academic and technical skill attainment.

# Instructional Methods

(Note: The following process is a minimal target for the suggested activities and process. The process is intentionally written to allow the school system and instructor the latitude to utilize the local environment and resources.)

## Core Content Student Deliverables

In addition to the Capstone Activity selected, there are suggested core content student deliverables required to support all four areas of the Capstone Activity. Integral elements of each Capstone Activity should include:

* Capstone Proposal – clear statement of the objectives, complexity, activities, and quality to support the description of the Capstone Activity. Potentially the Capstone Proposal should resemble a contract between the student and teacher, including deliverables and delivery dates.
* Written or verbal mid-term report to the teacher, and if appropriate the other class members, on the challenges and progress of the Capstone Activity.
* Final written report on the process and success of the Capstone Activity, and if appropriate a verbal report to other class members.
* Participation in a poster presentation summarizing the Capstone Activity.

## Capstone Activities

The Capstone Activity should provide the student with the most potential to integrate the learning from the program into a real-life experience and potentially the opportunity to examine a potential career. Each educational environment has both resource limitations and operational restrictions that result in one type of activity being more suited to student learning then another. However, when resources allow, students should consider all the options. The four Capstone Activity areas include research, training, practicum (job experience), and service. Examples in each category include potential capstone activities; however, additional activities that qualify within the activity area may be substituted.

|  |  |
| --- | --- |
| **Research Project**   * Individual or team research project * Identification of a discipline issue/solution * Development of a learning object for HSEP * Other approved research-related effort | **Training and/or Certification**   * FEMA IS Professional Development Series * National Traffic Incident Management Training Certificate * Law Enforcement Citizen Academy * CERT Training * MIEMSS Emergency Medical Responder Certification * Other approved training or certification track |
| **Practicum**   * Internship * Virtual Internship * Shadowing experience * Mentor program * Other approved work-related experience | **Service Application**   * Develop HSEP-related mobile app * Complete community-related GIS project * Assist in agency outreach efforts * Special event emergency preparedness project * Other approved service-related project |

**Research Project** – The Research Project option offers the student the opportunity to do in-depth research in an area of interest within the HSEP discipline. The research may be in a specific issue, event, or topic related to the discipline. The research principles outlined in the Homeland Security Sciences II Course Guide may be utilized, or the instructor may select an alternative scientific research method guide. The research potentially could be assigned to a two-person team; however, caution should be exercised in utilizing groups of more than two students due to grading challenges.

Alternative activities in this area include researching and developing a learning object for a specific section of the curriculum, or research approved by the instructor. Learning objects are considered to be digital self-contained and reusable entities that have a clear educational purpose and have editable components in content, learning activities, and context. Research in related disciplines such as public health, environment, business, science, and computer science should be considered by the instructor.

**Training and/or Certification** – The student and the instructor may agree on a training and/or certification program that equates to 90 contact hours or more. It may be a single program or a series of related programs. Examples include:

* FEMA IS Professional Development Series
* National Traffic Incident Management Training Certificate
* Law Enforcement Citizen Academy
* CERT Training
* MIEMSS Emergency Medical Responder Certification
* Other approved training or certification track

The student and the instructor can develop a personalized slate of FEMA IS courses as long as the basic contact hour requirement is met. Training meeting the requirements from other related disciplines such as public health, environment, business, science, and computer science should be considered by the instructor.

**Practicum** – The internship activity consists of supervised work experience in homeland security, emergency management, law enforcement, geospatial information systems, or a related discipline. The work experience should have clearly established objectives, student performance measures, and attendance requirements established by the student and the instructor. There are documents to support the internship in the appendix.

Alternatives to the traditional internship in the practicum category include virtual internship, professional shadowing, mentor/mentee experience, or other occupational or worksite experience. There are increasing opportunities to work with both business and government to establish virtual internships. Often the student is developing, under guidance, a project or researching an issue or policy. Professional shadowing allows the student to accompany a professional in the discipline to observe and report on the activities. The mentoring/mentee activity would pair a student with a professional in the discipline who would meet with the student and discuss the discipline and potential opportunities in the discipline. The instructor may consider a combination of the practicum environments of an alternative worksite or professional-related experience.

**Service Application** – The service application allows for an approved special project to be done by the student that contributes to the HSEP program, the school, the community, or an agency within the community. Examples of service application projects include:

* Develop HSEP-related mobile app
* Complete community-related GIS project
* Assist in agency outreach efforts
* Special event emergency preparedness project
* Other approved service-related project

The instructor may approve a project that provides a service to an organization that requires a commitment level that is appropriate to the intent of the Internship/Capstone Experience.

## Assessments

Grading Schedule:

|  |  |
| --- | --- |
| Capstone Proposal | 10 percent |
| Mid-Term Report | 5 percent |
| Project Content | 70 percent |
| Final Report | 5 percent |
| Poster Presentation | 10 percent |

Rubrics should be provided to the student for each deliverable (sample rubrics provided in the appendix).

The Capstone Experience utilizes both objective and subjective methods to measure comprehension of the presented materials and acquisition of new knowledge.

Students should prepare a draft document for the Capstone Proposal, Mid-Term Report, and Final Report for discussion with the instructor prior to submitting the final. The Final Report and the Poster Presentation should discuss the Capstone Experience and the knowledge gained from the experience. Students will prepare and present a Poster Presentation on the Capstone Experience.

## Academic Integrity

Work in this course is developed utilizing principles of academic honesty. Plagiarism in any form will not be tolerated. It is a student’s job to practice academic honesty at all times. Students will ensure that all sources, particularly Internet sources, get proper credit for quotations, paraphrases, and ideas.

## Course Resources

Best Practices in Capstone Projects

<https://www.nisdtx.org/UserFiles/Servers/Server_232117/File/Departments/Research/District%20Research%20Projects/BestPracticesinCapstoneProjects_NorthwestIndependentSchoolDistrict.pdf>

Capstone

<https://www.cde.state.co.us/postsecondary/grad-capstone>

FEMA Internship Program

<https://www.fema.gov/careers>

High School Capstone Project Help

<https://capstoneprojects.help/high-school-capstone-project-12085>

Maryland Department of Budget and Management, Maryland State Internship Information <https://dbm.maryland.gov/jobseekers/Pages/Internships.aspx>

Senior Project Center

<https://www.seniorproject.net/>

# Appendix – Sample Rubrics

## Scoring Rubric for Proposal, Mid-Term Report, and Final Report

(From Jon A. Leydens and Paul Santi, "Optimizing Faculty Use of Writing as a Learning Tool in Geoscience Education," 2006, *The Journal of Geoscience Education*.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **1 - Exemplary** | **2 - Proficient** | **3 - Apprentice** | **4 - Novice** | |
| Format/layout/ organization | Report tells a very clear, coherent story with excellent transitions. | Report is clear and tells a coherent story, strong throughout. | Report has some gaps in story, some weak sections. | Report is poorly organized, missing key sections. | |
| Writing mechanics | Report is virtually error-free, and contains few if any reader distractions. | Report is logical and easy to read, and may contain a few errors causing minimal reader distraction. | Report is generally clear, but distracting errors and flow make it difficult to follow at times. | Report contains many distracting mistakes, making it generally difficult to follow. | |
| Persuasive writing | Every idea or conclusion is logically supported by relevant facts, and includes judgment of the reliability of data. | Every idea or conclusion is logically supported by relevant facts. | Relates ideas and conclusions to facts or concepts taught as fact. | Opinion and fact not clearly separated. Basis for opinions is unclear at times. | |
| Figures/Tables | All figures and tables are easy to understand, and are clearly linked to the text.  Story can be told almost entirely through figures. | All figures and tables can be understood with information given and are linked to text. One or more need improvement. May need more figures to tell the story. | Figures and/or tables are hard to understand, are not all linked to text. Several need improvement.  Several more figures are needed to tell story. | Figures are hard to understand, and are not adequate to advance the story.  Tables are not useable as presented. | |
| References | All sources identified and referenced appropriately. Evidence of careful and thorough research for outside information. | All sources identified and referenced appropriately. Includes mostly readily available works. | All sources identified. Only readily available works included. Some weaknesses in referencing, such as missing publisher information. | | Sources not identified, not sufficiently thorough, not referenced properly, or not used. |
| Typical Grade (average): | 93-95 (94) | 87-92 (90) | 83-86 (85) | | 76-82 (79) |

## Scoring Rubric for the Activity (Rubrics to address specific types of activities may be developed.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quality** | **1 - Exemplary** | **2 - Proficient** | **3 - Apprentice** | **4 - Novice** | |
| Activity Development and Statement | Objective(s) and process of the activity are clear and the relationship to the discipline is demonstrated. | Objective(s) and process of the activity are clear. | Objectives are weak and sometimes unclear. | Objectives and process description are incomplete or missing. | |
| Performance Schedule | Reports and tasks are completed on time and reflect quality and commitment. | Reports and tasks are completed on time. | Reports and tasks are not on schedule but completed. | Reports and tasks are missing or incomplete. | |
| Manage Tasks and Learning | Tasks and associated learning are demonstrated in student performance, exceeding objectives and expectations. | Tasks and associated learning are demonstrated in student performance. | Tasks are not associated with objectives or not performed to demonstrate competency. | Tasks and associated learning are not demonstrated. | |
| Product (Research Project, Training, Practicum, or Service) | Final product or effort represents above average commitment and quality. | Final product or effort represents average commitment and quality. | Final product or effort represents below average commitment and quality. | Final product or effort are inadequate for the activity. | |
| Performance | Student exceeds the objective and demonstrates learning above the expectation. | Student meets the objective and demonstrates learning meeting the expectation. | Student fails to meet some of the objectives and learning. | | Student fails to meet the majority of the objectives and learning. |
| Typical Grade (average): | 93-95 (94) | 87-92 (90) | 83-86 (85) | | 76-82 (79) |

## Scoring Rubric for the Poster Presentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quality** | **1 - Exemplary** | **2 - Proficient** | **3 - Apprentice** | **4 - Novice** | |
| Purpose | The purpose and process of the activity are clear and stimulate inquiry. | The purpose and process of the activity are clear. | The purpose and process of the activity are not completely clear. | The purpose and process of the activity are not represented. | |
| Content | Material accurately supports purpose of activity, demonstrating strong conclusions and implications. | Material accurately supports purpose of activity. | Material is weak in supporting purpose of activity. | Material fails to support purpose of activity. | |
| Complexity | Complexity of the task and required effort reflect an above average commitment. | Complexity of the task and required effort reflect an average commitment. | Complexity of the task and required effort reflect a less than average commitment. | Complexity of the task and required effort reflect an inadequate commitment. | |
| Appearance | Final product or effort represents above average commitment and quality. | Final product or effort represents average commitment and quality. | Final product or effort represents below average commitment and quality. | Final product or effort is inadequate for the activity. | |
| Organization | Layout of poster is logical, and provides sequential information from intro to conclusion and references. | Layout of poster is logical. | Layout of poster is difficult to follow. | | Layout of poster fails to provide a logical concept. |
| Typical Grade (average): | 93-95 (94) | 87-92 (90) | 83-86 (85) | | 76-82 (79) |

## Internship Documents

1. Student Internship/Capstone Handbook
2. Part I – Student Preparation and Workplace Behavior
3. Part II – Employer Evaluation
4. Part III – Assessment of Student’s Personal Learning Objectives
5. Specific Learning Outcomes Worksheets
6. Memorandum of Understanding
7. Weekly Log of Activities

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**Homeland Security and Emergency Preparedness Program**

**Student Internship/Capstone Handbook**

***Revised January 2021***

**Developed for:**

Maryland State Department of Education

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7932 Opossumtown Pike

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Agreement No. 144645

Internship Guide Welcome and Introduction

Welcome to your internship experience! You are about to begin a semester in which you will have an opportunity to:

1. Apply classroom knowledge in the workplace.
2. Learn new skills in your chosen career field.
3. Make a positive step forward in your career path.
4. Gain valuable experience.

Purposes of the Student Handbook

The purpose of this Student Internship Handbook is to provide students with general guidance and best practices about the Homeland Security and Emergency Preparedness (HSEP) internship program and to assist faculty in their respective roles as academic supervisors and student interns.

1. Developing a plan for your internship learning experiences.
2. Recording and reflecting on your work experiences.
3. Completing your summary internship project.

Your site supervisor and internship teacher will evaluate your learning and workplace competencies.

# Requirements

When you begin your internship experience, you will set specific learning objectives for what you hope to get out of your internship experience. During your internship, both you and your Internship Supervisor are required to complete mid-term and final evaluations of your progress during the internship. These will be reviewed by your teacher who will give a grade for your internship experience.

Teachers will support students with placement in an internship site at an emergency management office, agency, or business at the city, county, state, or federal level. It is recommended that students establish a time to go and sit down with the internship site supervisor or their representative and explain their desire to complete an internship.

# Internship Overview

The Internship/Capstone Experience is designed to provide students with opportunities that allow for students to gain exposure to theoretical knowledge gained through classroom learning in a real-world environment. An additional value is that you may be able to apply acquired academic knowledge while developing competencies within your chosen profession while earning credit toward graduation.

Your internship will provide career-related experience in a new area that companies value when hiring new employees. Some students also find that their internship experience can also be used as an opportunity to explore a new career field. What you choose as the focus of your internship is limited only by your imagination and the opportunities available. An internship must be supervised, with tasks related to career experience and growth. A good internship may provide you with an opportunity to identify desirable disciplines within a professional area that you have not previously considered or been exposed to.

## Eligibility

Students who have completed Foundations in Homeland Security and the other courses in their chosen pathway: Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology may take the Internship/Capstone Experience. Your teacher will track your progress in the program and will make contact with you as you take the Homeland Security Sciences II Course to initiate the process of considering a program approach. Advisors have found that this approach works best as it allows students to begin thinking about internships early and investigate any opportunities that may allow them to have the best experience. As stated earlier, you should consider any available opportunities within the realm of HSEP that will allow you to successfully complete the Internship/Capstone Experience.

As you begin the Internship/Capstone Experience, your teacher will discuss all of the details and requirements of the course. At this time, you and your teacher can discuss your proposed internship/capstone project to ensure that it meets the criteria of the course.

Once your approach is approved, a Memorandum of Understanding will be completed and signed by the school, internship supervisor, and the student/guardian. The Memorandum of Understanding needs to be signed and returned to your teacher before the internship can begin.

During your Internship/Capstone Experience, you will complete a weekly log of activities that will be turned in to your teacher each week. You will provide your internship supervisor with an evaluation form so that your activities can be evaluated at the mid-point and end of your Internship/Capstone Experience.

## Internship Expectations

Though there is a tremendous amount of flexibility for students when developing the vision for an internship, there are certain frameworks that should be followed to ensure that the internship meets expectations. As an intern, you must be professionally supervised at the internship site. As an example, if you are working at a local emergency operations center, then you will need to be supervised by an emergency management director, planning section chief, etc. This oversight will ensure that you remain on track for the duration of the program, gaining the desired knowledge outlined initially with the teacher.

Your internship must be in a new learning area of experience. A repeat of a previous summer job does not qualify as an internship unless there will be substantial changes in your activities and responsibilities that constitute a substantial new learning experience. The field of homeland security and emergency preparedness/management is expansive in nature and covers many different areas from disaster theory to public law to disaster human services and administration to disaster economics. As a result, there is no need to repeat a previous experience with so much new to learn.

As an intern, you will have a deliberate learning agenda, and you will need to make plans for accomplishing this agenda during your time as an intern. You and your teacher will establish a communication schedule in advance of the internship to confirm that the process is evolving as expected. If issues arise, then you, your teacher, and the internship supervisor will work together to develop a plan of action that will allow for a correction of the issue.

An integral part of any internship is for the intern to actively reflect on what he or she is learning throughout the experience. Active reflection will be absolutely critical in your internship, and without this reflection, one tends to learn things in an incidental way and not integrate experience into what one already knows.

## How to Plan for an Internship

1. Begin with identifying your goals. What are your current career goals at this point? Can the internship help you achieve your goals? Can the internship provide an experience that will allow for increased knowledge in the field? Ideally, an internship should give you the opportunity to "reality-test" a potential career direction you have identified. If you don't currently have a career focus, it may be worth your while to step back and do some general career research at this point.
2. Research internship possibilities and speak with your teacher. Check your library for a listing of specific opportunities, publications of national internship opportunities, NACE Annuals Summer Employment lists, and files on specific agencies and businesses. Look for internship opportunities with agencies in and around your area. Also, talk with friends and family about your ideas.
3. Speak with your teacher to discuss your specific goals and ideas, and to get guidance on how to identify opportunities in your specific interest area. Teachers can also work with you to develop strategies on how best to approach organizations to inquire about internship possibilities.
4. Prepare a resume. If you don’t have a resume, a good place to start the process is by using sample resumes and how-to books in the library.
5. Contact organizations you are interested in. Depending on the organization, you may want to start with a phone call to a department supervisor, identifying yourself and asking about internship possibilities. Or, you may want to send a resume/cover letter and follow that up with a phone call. If the site supervisor is interested, set up an interview. Check with the teacher if you are having difficulty.
6. Develop a Learning Contract. Once you have been accepted as an intern, work with your Faculty Internship Advisor in developing a Learning Contract. This should include your learning objectives, methods (including internship duties and academic learning activities), and evaluation criteria.

## Additional Considerations

Resume and Cover Letter Preparation

You are encouraged to visit the library to identify samples to assist in drafting a résumé and/or cover letter if you do not already have one.

Interviews

Arrive for the interview about 10 minutes early, dressed professionally. Your attire should be consistent with the organization's culture. Be prepared to discuss your skills, interests, experience, and future career plans. Do research on the agency and, if possible, the person with whom you will interview. Ask about specifics regarding the internship being offered to determine whether you will enjoy the experience. If you are offered the internship and are still considering other sites, it's not necessary to make a decision immediately. However, you should be aware of the employer's deadlines in filling the position.

Thank You Note

You are strongly encouraged to send “Thank You” notes (or e-mails) to all the people with whom you interviewed. Once you have made a decision, you should notify any other sites still under consideration.



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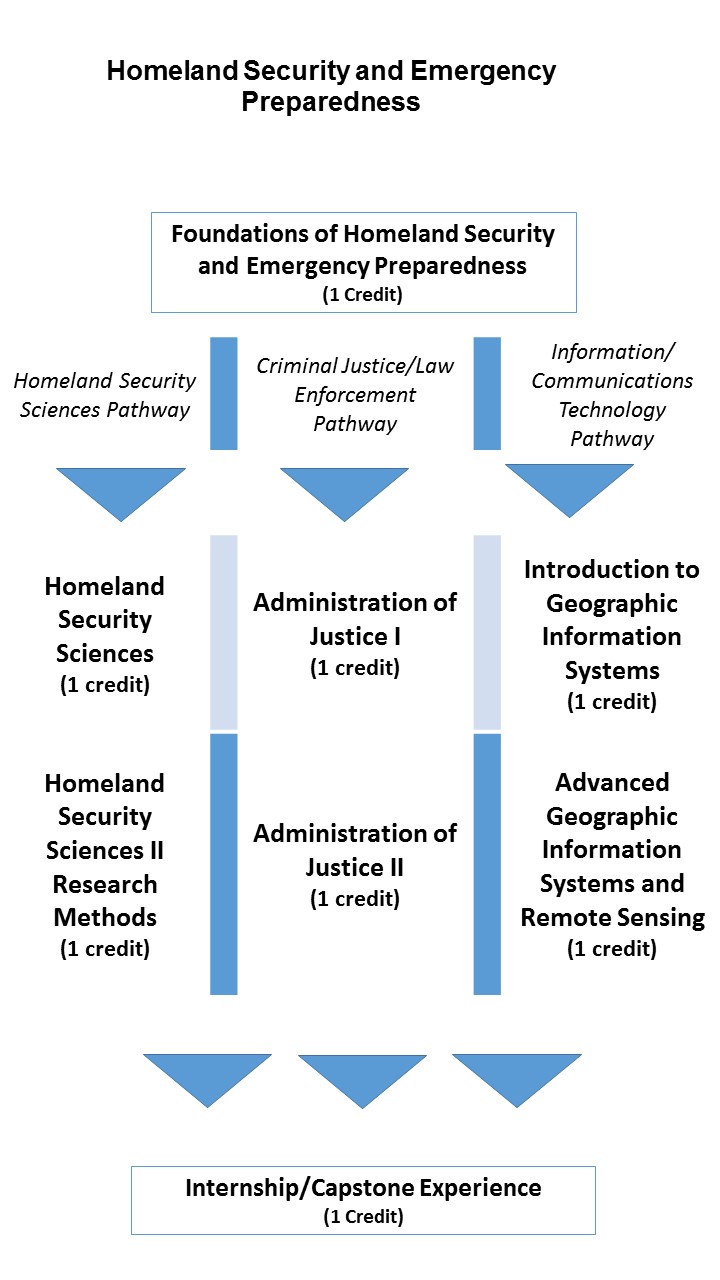
7932 Opossumtown Pike

Frederick, MD 21702

Agreement No. 144645

# Course Information

This course is the final course in the Maryland State Department of Education Career and Technical Education Homeland Security and Emergency Preparedness (HSEP) program. In order to take this course, students will have successfully completed the Foundations in Homeland Security and Emergency Preparedness Course, and all courses in their chosen HSEP pathway as shown below:



# Course Description

As the cumulating experience for the HSEP program, this course enables students to exercise critical thinking and evaluation skills. With the support of the teacher and program resources, students will identify and secure a paid or unpaid work experience in the homeland security or emergency management field. Alternately, students may conduct an industry-sponsored capstone project or series of job shadowing experiences.

Opportunities may range from a placement with a local first responder organization to federal, state, or local office involved in homeland security or emergency management. Students will be guided through the process with the aid of a handbook that covers such topics as expectations, planning, resume and cover letter writing, use of social media to advance job hunting, interviewing, and interviewing etiquette.

The internship course consists of supervised work experience in emergency management. The purpose of this internship is to provide emergency management majors with an opportunity to (1) apply theoretical knowledge in a practical setting and (2) obtain new knowledge and/or skills in emergency management.

In a capstone project, students will utilize the knowledge gained during the HSEP program and:

* Conduct an industry-sponsored project, with reporting back to the sponsor.
* Explore an issue regarding homeland security, emergency preparedness, or emergency management.
* Develop an emergency preparedness tool (e.g., public service announcement or website).
* Participate in an instructor-led capstone experience by developing an agreement of practical exercises and deliverables in emergency preparedness. These activities could include a combination of the following or other related projects: develop a family preparedness and response plan; develop a home and/or vehicle emergency kit; develop a menu of entities offering safety training and/or public outreach activities; explore CERT and write a proposal to implement it within the school; develop a menu of public safety awareness messages for the school; etc.

# Course Introduction

This course consists of supervised work experience in emergency management, or an industry-sponsored capstone project or series of job shadowing experiences. The purpose is to provide students with an opportunity to obtain new knowledge in homeland security and/or emergency management.

# Core Learning Outcomes

Student will be able to articulate and apply principles learned in and outside of the classroom.

1. Student will apply appropriate workplace behaviors in a professional setting.
2. Student will complete assignments that encourage in-depth reflection of the Internship/Capstone Experience.
3. Student will gain self-understanding, self-confidence, and interpersonal skills.
4. Student will exhibit evidence of increased content knowledge.
5. Student will develop understanding of work competencies for a specific profession or occupation.
6. Student will describe the nature and function of the organization in which the internship/capstone takes place.
7. Student will explain how the internship/capstone fits into a broader career field.
8. Student will explore career options, and gain general work experience.

**Internship Learning Contract:** All students engaging in an internship will complete and sign a “Learning Contract” that outlines their learning objectives for the internship.

## Instructional Methods

Internship Handbook

Weekly Activity Log

Internship Contract

Site Supervisor Evaluation

## Course Resources

U.S. Fire Administration Internship Program

<https://www.usfa.fema.gov/about/internship_program.html>

FEMA Internship Program

<https://www.fema.gov/careers/position-types/students>

Maryland Higher Education Commission

<https://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/MatchingPrograms.pdf>

Maryland Department of Budget and Management, Maryland State Internship Information <https://dbm.maryland.gov/jobseekers/Pages/Internships.aspx>

Maryland State Department of Education Division of Rehabilitation Services

<https://dors.maryland.gov/consumers/specialized/transition/Pages/default.aspx>

# Evaluation Methods

This course utilizes both objective and subjective methods to measure comprehension of the presented materials and acquisition of new knowledge.

Students will complete weekly logs discussing their activities and learning. The weekly logs provide an opportunity for demonstration of critical thinking skills. Students will prepare a draft and final paper that discusses the Internship/Capstone Experience and the knowledge gained from the course. Students will prepare and deliver a presentation on their experiences.

|  |  |  |
| --- | --- | --- |
| **Tests/Papers/Projects** | **Point Value** | **Final Grade Scale** |
| Resume and Cover Letter Preparation | Instructor discretion | A = 100-90 |
| Interview/Thank you note |  | B = 89-80 |
| Weekly Log of Activities |  | C = 79-70 |
| Internship/Capstone Draft |  | D = 69-60 |
| Internship/Capstone Final Paper |  | F = Below 60 |
| Internship/Capstone Presentation |  |  |

## Final Paper

The final paper is not a research paper. The final paper is designed to allow the student to provide a comprehensive analysis of the knowledge gained over the previous weeks. The paper should synthesize that information from the student’s perspective using references and additional research in a coherent manner. This is the opportunity for the student to reflect in greater detail the Internship/Capstone Experience and offer insight on the subject of HSEP using his or her own words.

The paper should be a minimum of 10 pages in length (MS Word, double-spaced, referenced, APA style, etc.).

# Internship/Capstone Presentation

Students will prepare and present a 10-minute presentation showcasing their activities and knowledge gained through their Internship/Capstone Experiences. The presentation should incorporate some form of media such as PowerPoint slides or posters.

## Academic Honesty

Work in this course is developed utilizing principles of academic honesty. Plagiarism in any form will not be tolerated. It is a student’s job to practice academic honesty at all times. Students will ensure that all sources, particularly Internet sources, get proper credit for quotations, paraphrases, and ideas.

**Part I:**

**Student Preparation and Workplace Behavior**

**Homeland Security/Emergency Preparedness**

**Student Date**

**Place of Internship**

**Site Supervisor Title**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Outstanding** | **Very**  **Good** | **Average** | **Marginal** | **Unsat.** | **Comments** |
| **Personal Qualities** |  |  |  |  |  |  |
| Responsibility |  |  |  |  |  |  |
| Self-Management |  |  |  |  |  |  |
| Punctuality |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| Appropriate Professional Appearance |  |  |  |  |  |  |
| Integrity and Honesty |  |  |  |  |  |  |
| **Job-Related Preparation** |  |  |  |  |  |  |
| Ability to Relate Content Knowledge to Work-Related Tasks |  |  |  |  |  |  |
| **Interpersonal** |  |  |  |  |  |  |
| Participates as a Team Member |  |  |  |  |  |  |
| Interacts with Clients and Customers |  |  |  |  |  |  |
| **Information** |  |  |  |  |  |  |
| Acquires and Evaluates Information |  |  |  |  |  |  |
| Interprets and Communicates Information |  |  |  |  |  |  |
| Uses Computers to Process Information |  |  |  |  |  |  |
| **Technology** |  |  |  |  |  |  |
| Applies Technology to Tasks |  |  |  |  |  |  |
| Maintains Equipment and Troubleshoots |  |  |  |  |  |  |
| **Thinking Skills** |  |  |  |  |  |  |
| Creative Thinking |  |  |  |  |  |  |
| Decision Making |  |  |  |  |  |  |
| Problem Solving |  |  |  |  |  |  |
| Knowing How to Learn |  |  |  |  |  |  |

**Part II: Employer Evaluation**

**Student Date**

**Place of Internship**

**Site Supervisor Title**

**Employer: Please evaluate your Internship Education Student based on the Program Learning Objectives listed below.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Objectives** | **Out-standing** | **Very**  **Good** | **Average** | **Marginal** | **Un-satisfactory** | **N/A** | **Comments** |
| **Program Learning Objective 1**  Identify characteristics of national and international acts of terrorism. |  |  |  |  |  |  |  |
| **Program Learning Objective 2**  Classify the roles, functions of, and interdependency between local, federal, and international law enforcement, intelligence, and military agencies. |  |  |  |  |  |  |  |
| **Program Learning Objective 3**  Demonstrate knowledge of global and national issues and policies concerning terrorism and homeland security. |  |  |  |  |  |  |  |
| **Program Learning Objective 4**  Employ appropriate technologies for general and critical research, writing, and case management. |  |  |  |  |  |  |  |
| **Program Learning Objective 5**  Demonstrate proficiency in communication, problem solving, and team building skills. |  |  |  |  |  |  |  |
| **Program Learning Objective 6**  Explain and justify the ethical standards needed for careers in the Health and Human Services Cluster. |  |  |  |  |  |  |  |
| **Program Learning Objective 7**  Participate in an internship experience that provides exposure to a career area in Homeland Security and Emergency Preparedness. |  |  |  |  |  |  |  |

**Part III:**

**Assessment of Student’s Personal Learning**

**Objectives**

For each Student-Specific Learning Objective, please write a statement regarding the student's achievement of that objective. The statement should focus on how the student demonstrated achievements of the objective. You may then rate the achievement of each objective, and the student's overall performance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Outstanding** | **Very**  **Good** | **Average** | **Marginal** | **Unsatisfactory** |
| **Objective 1:** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Objective 2:** |  |  |  |  |  |
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|  |  |  |  |  |  |
| **Objective 3:** |  |  |  |  |  |
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| **Objective 4:** |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **STUDENT'S OVERALL PERFORMANCE:** |  |  |  |  |  |

**Site Supervisor's Signature Date**

**Student’s Signature Date**

**SPECIFIC LEARNING OUTCOMES WORKSHEETS**

|  |  |
| --- | --- |
| **Worksheet for developing your specific learning outcomes** | |
| For each objective, be sure that the result will extend your knowledge and experience.  Include in each objective:   * Result you intend to accomplish. * How your progress will be evaluated. * Which Core Learning Outcomes are directly connected.   As you work on your objectives, review them with your Worksite Supervisor. | |
|  | **Objective 1** |
| * **Result you intend to accomplish.** |  |
| * **How your progress will be evaluated.** |  |
| * **Which Core Learning Outcomes are directly connected?** |  |

|  |  |
| --- | --- |
| **Worksheet for developing your specific learning outcomes** | |
| For each objective, be sure that the result will extend your knowledge and experience.  Include in each objective:   * Result you intend to accomplish. * How your progress will be evaluated. * Which Core Learning Outcomes are directly connected.   As you work on your objectives, review them with your Worksite Supervisor. | |
|  | **Objective 2** |
| * **Result you intend to accomplish.** |  |
| * **How your progress will be evaluated.** |  |
| * **Which Core Learning Outcomes are directly connected?** |  |

|  |  |
| --- | --- |
| **Worksheet for developing your specific learning outcomes** | |
| For each objective, be sure that the result will extend your knowledge and experience.  Include in each objective:   * Result you intend to accomplish. * How your progress will be evaluated. * Which Core Learning Outcomes are directly connected.   As you work on your objectives, review them with your Worksite Supervisor. | |
|  | **Objective 3** |
| * **Result you intend to accomplish.** |  |
| * **How your progress will be evaluated.** |  |
| * **Which Core Learning Outcomes are directly connected?** |  |

|  |  |
| --- | --- |
| **Worksheet for developing your specific learning outcomes** | |
| For each objective, be sure that the result will extend your knowledge and experience.  Include in each objective:   * Result you intend to accomplish. * How your progress will be evaluated. * Which Core Learning Outcomes are directly connected.   As you work on your objectives, review them with your Worksite Supervisor. | |
|  | **Objective 4** |
| * **Result you intend to accomplish.** |  |
| * **How your progress will be evaluated.** |  |
| * **Which Core Learning Outcomes are directly connected?** |  |

**MEMORANDUM OF UNDERSTANDING**

**I. Introduction**

This Agreement establishes a basis for mutual understanding between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (“Internship Site” or “Employer”) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the “School”) in the implementation of the Internship Education concept, recognizing its benefits to the Student, Employer, and School as joint partners in this relationship.

**II. Objective of Internship Education**

Internship Education is an academic concept designed to strengthen a student’s learning experience by integrating on-campus studies with closely related work experience.

**III. Responsibilities**

The School, Employer, and Student interact to ensure that the academic and work experience goals of Internship Education are achieved to the mutual benefit and satisfaction of all parties.

**A. *The School agrees to:***

1. Screen and match qualified students for referral to internship experience opportunities identified by the cooperating employer.
2. Provide qualified students with access to internship work experience and opportunities.
3. Provide employers with appropriate personal and academic information on qualified student applicants, upon written authorization by the student/guardian.
4. Facilitate and coordinate the interview process as a service to both the student and employer.
5. Award credit to participating students who have met the academic requirements of their academic program.
6. Inform students and employers of any actions that affect student-employer relations.

**B. *The Employer agrees to:***

1. Inform the school of all opportunities that have Internship Education potential.
2. Consider all qualified students prescreened and recommended by the school.
3. Participate with the student’s teacher in the coordination of the student’s work experience activities and scheduling.
4. Provide the student with an orientation to the work setting upon initiation of each new internship work experience, as appropriate.
5. Provide the student with meaningful work assignments which, within the confines of employer needs and timetables, will enhance and complement the student’s academic program at the school.
6. Assist the student in the development of specific learning objectives that coincide with the student’s career goals and academic programs.
7. Provide students, to the extent possible, an overview of all applicable aspects of the industry including organization and management structure, technical and production processes, and major industry, labor, health, environmental, and community issues impacting the business.
8. Evaluate the student’s work performance at least once during each internship experience period. Discuss the evaluation with the student and complete the internship evaluation forms.
9. Handle all personnel processing matters related to the student’s Internship.
10. Notify the school of any personnel actions taken that may affect the student’s standing in Internship Education.
11. If applicable, pay the student a wage or salary commensurate with the student’s responsibilities, education, experience, and career field.
12. Provide safe and healthful working conditions for the student and hold the school harmless for any injury, illness, or damages resulting directly or indirectly from the student’s employment activities.
13. Encourage the student to complete his or her academic program.

**C. *The Student agrees to:***

1. Attend the initial internship orientation meeting.
2. Continue enrollment in the Internship/Capstone Experience Course while participating in a school-approved internship experience placement.
3. Maintain a minimum Grade Point Average of 2.0 while participating in an internship experience placement.
4. Keep a weekly log of activities and submit it to the teacher at mid-term and prior to finals.
5. Participate in activities designed to provide an overview of all applicable aspects of the industry.
6. Prepare a paper summarizing the internship experience, or an alternative project approved by your teacher.
7. Participate in the student/employer evaluation process.
8. Turn in workbook and all other assignments to the teacher.
9. Approach responsibility to the employer and school with dedication, enthusiasm, and maturity.

**IV. Equal Employment Opportunity Statement**

Full consideration will be given to all qualified applicants for Internship Education placement without regard to race, color, religion, creed, sex, age, national origin, lawful political affiliation, physical handicap, marital status, or economic status.

**V. Waiver of Liability Statement**

The School does not provide liability insurance coverage for Internship Education students. If liability insurance coverage is required by the participating business, it is the responsibility of the student to provide documentation of coverage.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(business name, please print) hereby agrees to hold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School) harmless and free from any loss, claim, liability, or damage arising out of the Internship Education Program pertaining to any and all actions undertaken by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student name, please print) while participating in the Internship Education Program.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student name, please print) hereby agrees to hold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School) harmless and free from any loss, claim, liability, or damage arising out of participation in the Internship Education Program.

*I certify that I have read, understood, and have received a copy of this Memorandum of Understanding.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer Representative Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Representative Date

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student/Guardian Date

**WEEKLY LOG OF ACTIVITIES**

Student’s Name Semester

Internship Site Placement/Name of Site Supervisor Job Title

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Date |  |  |  |  |  |
| Hours |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Please include comments, reflections, and notes. | | |
| Activities | New | Routine |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Review Learning Outcomes and Objectives, and describe how your activities connect to these goals: | | |
| Comments, Reflections, and Notes: | | |

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