
Day/Time: Wednesday / 4:05PM – 7:15 PM
Location: BA 213
Instructor: Emily Barrett
Contact: elbarrett@albany.edu  518-442-5787
Office Location /Hours: Monday 2:00 PM – 4:00 PM DOWNTOWN CAMPUS – Draper 341

Course Description:

This course offers students the opportunity to integrate theoretical concepts related to emergency preparedness, homeland security and cybersecurity with practical experience in these fields. This course seeks both to enhance the education value of the internship and to make it a springboard for a successful career. The course has four major components:

Skill Development
- The ability to communicate clearly is an essential aspect of nearly every job. Consequently, students will make a presentation and learn how to interact in class groups in order to facilitate problem solving.

Careers
- The course will identify a broad range of career options in emergency preparedness, homeland security and cybersecurity and help students to identify the types of jobs that best match their personal style and interests. In addition, students will better understand the role the student’s internship organization plays in the larger emergency preparedness, homeland security, and cybersecurity realms as well as the student’s individual role in the organization.

Employment Strategies
- There will be opportunities to discuss different career paths and perspectives from professionals in different fields as you move toward completing your undergraduate degree.

School to Work Connection
- Relate the theoretical concepts discussed in the student’s coursework to a non-academic organizational setting.
Course Learning Objectives:

Upon completion of this course, students should be able to:
1. understand the range of career opportunities in the fields of emergency preparedness, homeland security and cybersecurity.
2. recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context, format and textual evidence.
3. apply knowledge and skills obtained in the Emergency Management, Homeland Security and Cybersecurity major to a real world project under the joint supervision of the site supervisor and a faculty advisor.
4. develop personal and professional skills, explore career interests, and expand their professional networks.

Note: Students will develop learning objectives for their particular internship in consultation with their supervisor and faculty mentor as part of the Personal Vision Statement assignment.

Course Structure and Requirements:

Required readings, chapters and articles:

All students are required to purchase the text listed below. The book has been ordered at the University Bookstore and is available online.


Every week there will be one to two articles that supplement the textbook. You can find the articles in Blackboard.

The course as a whole is flexible and highly interactive in nature. Students are encouraged to raise questions about any issue that is relevant to their internship or their careers. If you are having difficulty with the class, internship or anything, please contact the instructor as soon as possible. The instructor can work with you to overcome any difficulties or challenges.

Ground Rules
This class is challenging and it is important that it remains fair for all the students and that everyone plays on an even playing field. In order to ensure that the policies of the class are clear, they are spelled out below. If you have any questions about what the policy means, please ask before it becomes personally relevant.

- Questions
Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. This includes any problems you might have about blackboard or any other technical aspect of the course. (Please note – I always respond to emails. If I do not respond to your email within a reasonable time please email me again because I did not get your first email.)
• **Accommodations**

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (http://www.albany.edu/eltl/accommodating_disabilities.php ).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).”

If you are sick, in order to make up an exam or to remove an absence for section please bring in a note from the **Dean of Undergraduate Studies** (Lecture Center 30 Phone: 518-442-3950) who is responsible for excused absence certification. Without such a note any absence from or missed exams will count against you.

• **Plagiarism**

Please familiarize yourself with the description here-
http://www.albany.edu/undergraduate_bulletin/regulations.html  If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial  http://library.albany.edu/infolit/plagiarism1  All papers will be judged with the knowledge that you have taken the online tutorial.

• **Late Assignments**

Unless you have gotten prior approval through email or have a note from the undergraduate dean, all late work will be penalized.

• **Office hours**

Office hours are your opportunity to get personalized guidance for assignments as well as help to better understand the course material. Take advantage of it.

**Assignments**

Students are required to complete several written projects and make a presentation at the end of the semester on their internship experience. Assignments must be typed (double spaced and 12 point font) and will be submitted online via Blackboard. Please review your spelling, grammar, and formatting.

**Internship Experience:** Students are required to complete a minimum of 140 hours at their internship sites. This is roughly 10 hours/week for the duration of the semester. **An internship placement is a required component of this course; students who have not found a placement prior to our third class meeting must drop the class.**
Forms: There are three required forms associated with the internship course. All forms will be completed online at Handshake or Blackboard. Students who do not submit these forms will automatically fail.

1. **Student and Supervisor Expectation Form** – Signed copy Due by Week 3 (upload to Handshake)
2. **Student Final Evaluation** – Due last day of class
3. **Supervisor Final Evaluation**: Have your supervisor complete an online evaluation on Handshake on or before the last day of class.

Writing Assignments:

1. **Pre-Class Guest Speaker Question Submissions (10%)**: Several classes will require a blackboard submission prior to class (please see assignment due dates on the attached schedule). Each submission will consist of two questions posed to the guest speaker coming to the class. You should identify one question that you would like the presenter to incorporate into their presentation and the second question will identify what you plan to ask the speaker during class. Submissions are due the day before class by 5pm. These questions will be the basis for our question and answer session and will give the speaker an idea of what the class discussion will focus on. **NO LATE QUESTIONS WILL BE ACCEPTED**
   - Questions must be submitted on Blackboard.
   - Please see Blackboard for specific instructions.

2. **Personal Vision Statement (10%)**: The student will write a 1-2 page personal vision statement that describes your learning objectives, expectations and concerns about your internship. This assignment is intended to help you think through what you hope to gain from your internship experience both on a professional and a personal level. Students should discuss the learning objectives with their supervisors. **Personal Vision Statements are due in class at our 2nd meeting. (Week 3)**

3. **Reflection Discussion Posts (15%)**: Students will post a response to the reflection questions (250 words max) to the prompt for the week. Students must also post TWO responses to their classmates’ discussion posts to earn full points. This assignment is intended to help you think critically about different aspects of your internship.

4. **Reading Questions (15%)**: In addition to your Personal Vision Statement, students are required to post answers to questions for each chapter of the course readings in the discussion forums. Students must also post TWO responses to their classmates’ discussion posts to earn full points. This will help you analyze, discuss, reflect, and present on your internship experience. Each response should answer the following questions regarding the textbook readings:
   a. Why was this chapter/reading helpful?
   b. Is/Was this applicable to your current internship experience?
   c. How does knowing this affect your future career goals and path?

As the semester goes on, these posts will be an invaluable tool as you progress through the internship experience and will be very useful as you prepare your final presentations for the last day of class.
5. **Response to Personal Vision Statement (25%)**: At the end of your internship experience, write a 3-4 page response to the Personal Vision Statement and journals you created throughout the course. This response should summarize and contrast your internship experience with your Personal Vision Statement. Use this assignment to explore how your expectations and concerns have evolved over the course of your internship. How did your internship change your views of the organization, clients-customers-citizens, mission, etc.? Has your internship experience been congruent with what you envisioned or has it evolved into something else? Make sure to incorporate information you learned from class, readings, discussion posts and guest speakers. This response is due on the last day of class.

6. **Presentation (25%)**: Students will be standing up in front of the class and giving a short presentation based on a summary and reflection of their internship experience. Students will give their presentation on the last day that we meet at the end of the semester. The presentation should answer the broad questions, “What did you do on your internship? What did you learn that is important to you for your career? Describe what you have learned about yourself as a result of your internship?” The requirements for the presentation assignment will be distributed later in the semester. Please plan on a 10-minute presentation.

7. **Resume**: Students will work on their resume throughout the semester under the guidance of the instructor. Students must submit their current resume no later than Week 3.

**Prerequisites**: CEHC 101 Introduction to Emergency Preparedness, Homeland Security and Cybersecurity and junior or senior status.

**Grading**: Students will receive a grade of S or U for the course. **Students must receive a grade of 75 or above in order to receive a satisfactory grade**. All grades are also contingent upon the successful completion of internship requirements with a satisfactory review from your internship site.

**Attendance for this class is mandatory.** Class meets every other week and missing one class would mean that students would miss too much content. Students will lose 5% of the overall grade per unexcused absence.

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<tr>
<th>Reflection Discussion Posts</th>
<th>15%</th>
<th>Personal Vision Statement: 10%</th>
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<tbody>
<tr>
<td>Reading Discussion Posts</td>
<td>15%</td>
<td>Response to Personal Vision: 25%</td>
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<tr>
<td>Guest Speaker Questions</td>
<td>10%</td>
<td>Presentation: 25%</td>
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**Lecture and Reading Schedule**

<table>
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<th>Session</th>
<th>Course Topics</th>
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| Week 1 – Jan 25<sup>th</sup> | Introduction  
Review of Syllabus  
Class Overview  
Social Media Profiles | Student Profile due  
Monday Jan 23<sup>rd</sup>  
List of skills brought to first class | |
| Week 3 – Feb 8<sup>th</sup> | Graduate School Applications  
Law School Applications  
Entry Level Careers  
Guest Speakers: Rick Matthews and Jayson Kratoville | Pollack, Introduction, Ch, 1 & 2  
Article (s) on Blackboard | Personal Vision Statement  
Current Resume  
Reflection Discussion Post – Goals  
Reading Discussion Posts  
Guest Speaker Questions |
| --- | --- | --- | --- |
| Week 5 – Feb 22<sup>nd</sup> | Resumes  
Cover Letters  
Interviews  
Personal Branding | Pollack, Ch. 7, 9  
Article (s) on Blackboard | Reflection Discussion Posts – Culture and Collegiality  
Reading Discussion Posts |
| Week 7 – March 8<sup>th</sup> | Networking  
Guest Speaker: Dr. Karl Rethemeyer  
Mentors | Pollack, Ch. 3, 4  
Article (s) on Blackboard | Reflection Discussion Posts - Diversity  
Reading Discussion Posts  
Guest Speaker Questions AND SurveyMonkey response |
| Week 9 – Mar 22<sup>nd</sup> | Careers Class – Jobs in the Fields of EP, HS, CS  
Guest Speakers: Rich Kasko (TBC)  
Ben Spears  
Michael Young | Pollack, Ch 5, 6  
Article (s) on Blackboard | Reflection Discussion Posts – Building your Network and Mentoring  
Reading Discussion Posts  
Guest Speaker Questions |
| Week 11 – April 5<sup>th</sup> | LinkedIn week/ Public Speaking/ Presentation Preparation  
You MUST bring your computer to class! | Pollack Ch 8  
Article (s) on Blackboard | Reflection Discussion Posts – Skills/ Tasks  
Reading Discussion Posts |
| Week 13 – April 19<sup>th</sup> | Civil Service in New York State  
Presentation Preparation | Pollack Ch 10  
Article (s) on Blackboard | Reflection Discussion Posts – Career Path  
Reading Discussion Posts |
| Week 14 – April 26<sup>th</sup> | Class Presentations and Summary | | Supervisor Final Evaluation – Due  
Student Final Evaluation – Due  
Presentation Response to Personal Vision Statement |