



April-June 2014



# Impariamo

"A newsletter for the Intelligence Community Centers for Academic Excellence"

Volume 3, Issue 2

## SPRING 2014 5-EYES ANALYTIC WORKSHOPS AT OLE MISS

By Julea Wade



Steven Palkovitz (ODNI), and USF CAE student Sean Morehouse at the 2014 5-Eyes Analytic Workshops

The Center for Intelligence and Security Studies (CISS) at the University of Mississippi welcomed 89 attendees to the 5Eyes Analytic Workshop March 25 – 27, 2014. **Global Trends 2030: Alternative Worlds** served as the backdrop for the plenary addresses, workshops, and research presentations delivered by educators, practitioners, and students.

Representatives from Intelligence Community agencies, FVEY partners, and academia enjoyed a diverse array of sessions to enhance their skills and expand their professional networks. Terry Markin, Deputy Director of the Strategic Futures Group at the National Intelligence Council (NIC), opened the Workshop with a review of the Global Trends 2030 document, setting the

stage for conversation about the Intelligence Community's (IC) approach to understanding the certainties and uncertainties our nation and world face in the coming decades. In his plenary address, Josh Kerbel, Senior Intelligence Officer, Tradecraft, Defense Intelligence Agency (DIA), shared with attendees his thoughts on issues the IC may need to examine as it responds to a changing global landscape.

Workshops facilitated by educators, practitioners, and students furthered the conversation on our evolving professional challenges. Sessions included such topics as: *The Defiant Kim Dynasty* led by David Shin, NIU; *Video Surveillance, Crowd Signatures, and Counterterrorism* by Larry Regens, University of Oklahoma; and *Enhancing the Impact of Alternative Analysis* facilitated by Joan McIntyre, ODNI.

Students contributed greatly to the Workshop by sharing the results of their research on myriad topics ranging from regionally-focused findings to the impact of income inequality. Presenters included students from California State University San Bernardino; Florida International University; James Madison University; Norfolk State University; Pennsylvania State University; University of Alabama Huntsville; University of Mississippi; University of New Mexico; and University of South Florida. All added much to the discourse on Global Trends 2030.

Thanks to Carl Jensen, Melissa Graves, C.D. Hill, and the entire CISS staff for hosting this important event! ■

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## Calendar of Events

23 - 24 April  
VT National Security Symposium

16 May - 14 Jun  
VT Language & Study Abroad: China

17 May - 27 Jun  
USF Study Abroad: Estonia/Finland

2 Jun - 13 Jun  
IC CAE Summer Seminar I

23 - 30 Jun  
USF Summer Seminar w/ SOCOM

7 - 18 July  
Howard U Intel Boot Camp Summer High School Outreach Program



I certainly did not need much persuasion to take on the responsibilities of the Intelligence Community Centers for Academic Excellence Program; which had been efficiently and effectively run by the former director, Marilyn Peterson. Marilyn, who has since moved on to other intelligence challenges, bequeathed to me her great staff, composed of Megan Boone, Melissa Mason and Julea Wade; although, to my regret, Tia Golden will also be moving on to fill another DIA position.

And as I look through the files detailing the activities and successes of the participating IC CAE schools, I realize what an important contribution the CAEs are making to the future of our intelligence community. What's not to like? A well run program with active and capable participants working together toward our national security? Sign me on! I truly have found the sweet spot in successful collaboration.

This is not to say that I won't be incredibly busy in an effort to maintain the momentum of the Program's accomplishments; I intend to meet as many of you as possible and engage with you on the way forward. I'm also looking forward to working with the IC representatives to the Senior Advisory Board (SAB), whom I met this past month as we began the selection process for the funding of new CAEs.

Although I was unable to attend the 5 Eyes Analytic Workshop and Days of Intrigue at the University of Mississippi in March, I salute the organizers and invited speakers: CAE faculty, students and IC practitioners, including our own Julea Wade. This year, I hope to accompany my program managers on some of their site visits to your schools in order to meet the community and see for myself the work that is being done.

I am also looking forward to the 2014 Summer Seminars, which will again bring students and intelligence practitioners together in collaborative, real world simulations. In the fall, we will be announcing and welcoming the new CAE institutions selected from the many diverse, innovative responses to the 2014 Broad Agency Announcement (BAA).

In the meantime, I would like to share a bit about my background. I have been with the Defense Intelligence Agency since 2004, having come from the Department of Navy where I served as the civilian Human Resources Training Program Manager. At DIA, I have served in various capacities in training support, most recently in the Center for Language and Regional Expertise. I hold a doctorate in Foreign Language Education and worked in language acquisition research and foreign language instruction prior to entering government service.

I look forward to introducing myself to you in person soon. ■

Sincerely,

*Edie Alexander*

Dr. Edith Alexander  
IC CAE Program Director

*By Julea Wade*



Ida Thompson, Norfolk State  
CAE student 5 Eyes & DOI  
Participant

Rare earth minerals, cyber espionage, tsunami, Chinese defectors, human trafficking... Just a few of the issues pored over by the Days of Intrigue participants! Things were certainly intriguing March 28 -29 as the Center for Intelligence and Security Studies (CISS) at the University of Mississippi hosted 75 students for Days of Intrigue (DOI), an annual intelligence analysis simulation. Ole Miss students worked alongside CAE colleagues from California State San

Bernardino, FAMU, FIU, Jackson State, Miles, Norfolk State, Penn State, UNM, and USF to work through a complex intelligence problem. Students from neighboring University of Alabama-Huntsville rounded out the group of participants.

Over the 1.5 day simulation, students became CIA, DIA, FBI, NSA, or State professionals. Unique to this year's experience was the addition of a group assigned as public policy professionals and another assigned to act as China. Additionally, Ole Miss journalism students joined in to report on the many national security issues highlighted through the simulation. All groups worked under the mentorship of IC professionals who offered a helping hand in moving through the analytic process.

CISS staff and graduate students created intelligence data for the exercise which was delivered to the teams through a news channel, walk-in informants, and intercepted communications. Additionally, teams utilized open sources, requests for information to the "white cell", and details shared by other teams to evaluate the many intelligence questions and prepare recommendations to policy makers. Teams briefed policymakers on their findings and faced the very realistic experience of having to answer questions about the reliability and confidence of their findings.

Whether a DOI veteran – as many Ole Miss students were – or a newcomer, Days of Intrigue was received with much enthusiasm and acknowledged as a terrific learning experience. FIU grad student Richard Benitez commented "I had a blast at... DOI and I think I made the most of my time in terms of further developing myself as a future part of the IC." Ida Thompson, who recently joined the CAE program at Norfolk State University, noted that the experience changed her in ways she never imagined. "I am more eager now than ever to seek employment within the Intelligence Community upon the completion of my J.D Degree. Makes all the hard work I've put into my undergraduate degree all well worth it." ■

By Melissa Mason

The National Security Analysis & Intelligence Summer Seminar (Summer Seminar) is a two-week program designed to provide top-performing undergraduate and graduate students an in-depth exposure to the intelligence field, with a focus on the discipline of analysis, through classroom instruction, interactive exercises, simulations and agency tours. Summer Seminar complements IC CAE program's emphasis on building long-term partnerships with universities across the nation to develop sustainable national security and intelligence education programs.

The IC CAE Program Office is planning two iterations of the Summer Seminar in 2014. The first Summer Seminar is scheduled for 1-13 June and the second 3-15 August. Both iterations are open to undergraduate (second semester freshman and higher at time of application) and all levels of graduate students offering more flexibility for attendance. Nominations of top performing students were solicited in February and those awarded the competitive slots were notified in early April.

During the first week of the Summer Seminar, participants will interact with intelligence analysts and experts through a curriculum of lectures, panels, exercises, two agency site visits, and a career fair. Skills instruction will be facilitated by various IC instructors and practitioners so the participants will better understand the tools needed to succeed as an IC analyst. During the second week of each seminar, participants will have the opportunity to practice their newly honed skills as they work through an intelligence problem that will take students through the challenges analysts face daily to evaluate and make sense of myriad data received from multiple sources.

Marc Warburton and Tyler White from University of Nebraska-Lincoln, Great Plains National Security Education Consortium, will facilitate an Iran-focused intelligence simulation they created for the second week of the June seminar. The Pennsylvania State University's Strategic and Global Security program, will lead the Pacific-focused exercise they developed for the nationwide IC CAE Program during the second week of the August seminar. The instruction and site visits during week one of each program are selected to complement the intelligence simulations.

As a result of our evaluation results from last year we opted to move both seminars closer to public transportation and Washington, DC. The June Summer Seminar will be located in Arlington, VA in walking distance to Metro. The August Seminar location is to be determined, however, both Arlington and DC venues are being reviewed for suitability and availability.

The collaboration between academia and the IC truly makes this program a success. We look forward to sharing Summer Seminar stories in later issues this year. For questions about the Summer Seminar, please contact Melissa Mason at [melissa.mason@dodis.mil](mailto:melissa.mason@dodis.mil) or by phone at 202-685-6206. ■

By Julea Wade



Maurice Jackson, 4<sup>th</sup> year accounting student at Florida A&M University, was fortunate to attend both the 5Eyes Analytic Workshop and Days of Intrigue recently held at the University of Mississippi. He says, "Attending 5Eyes has been a life changing experience filled with many takeaways and lessons. Participating in the Days of Intrigue was a mentally exhilarating experience that pushed my skills in public speaking and analytical research."

Of the takeaways from the 5Eyes Analytic Workshop, Maurice found the opportunity to network with IC professionals most beneficial. Maurice is interested in a career which will allow him to serve overseas. During his internship with the U.S. House of Representatives, he learned about many overseas employment opportunities within the U.S. Government, but was excited to be introduced to the many IC career options that could also allow him to work abroad. "From private contractors to Foreign Service Officers, I was able to gather unique advice and experiences from different careers throughout the IC spectrum."

Additionally, he credits the 5Eyes' student presenters with introducing him to several concepts and research methods. He is eager to apply these new techniques this summer when he travels to South Africa to conduct field research on the Economic Freedom Fighter Party and their role in the upcoming election. "When formulating my research and interpreting findings I will be sure to include these new tactics," says Maurice.

Maurice stayed on at Ole Miss at the conclusion of 5Eyes to take part in Days of Intrigue, a simulation that ultimately required participants to make policy recommendations to senior leaders. Throughout the weekend, Maurice and his colleagues applied analytic, problem solving, research, and public speaking skills as they navigated through a complex intelligence question. Maurice sees these skills being invaluable as he moves forward, saying "I believe that an IC career will require me to rely heavily on these tangibles. From delegating tasks to presenting our research findings in front of current IC professionals, Days of Intrigue was the total training I expected."

Best wishes to Maurice during his summer field experience and as he finishes his degree in the fall! ■

*The Impariamo ("Let's Learn") is a quarterly newsletter for and by the IC CAE Community. Please send any article concepts or exciting news to Megan Boone, Impariamo editor, at [megan.boone@dodis.mil](mailto:megan.boone@dodis.mil).*

# NEW ONLINE MASTER OF DEFENSE AND STRATEGIC STUDIES (DSS) DEGREE AT UTEP

By Megan Boone

## Intelligence and National Security Studies



The University of Texas at El Paso

The Intelligence and National Security Studies (INSS) Program at the University of Texas at El Paso (UTEP) is happy to announce that it has launched a new online graduate initiative.

The online Master of Defense and Strategic Studies (DSS) will provide an in-depth, critical examination of the major security challenges facing the United States now and in the future. Particular attention will be placed on the development of strategy, both in theory and practice, to address defense-related problems. Offered in a flexible online format, this distinctive degree is tailored to improving the competence of military and civilian personnel engaged in or seeking careers in strategic planning, inter-agency processes, intelligence, military operations, diplomacy, budgeting, legislative affairs, program management, research and development, and myriad other defense and staff related activities and specialties.

### Degree Requirements

The online program consists of twelve (12) required courses (36 semester hours), completed over a period of approximately one year. Students are strongly advised to take two courses at a time, each with duration of seven weeks. There are six courses focused on strategy, conflict, and security in the modern world, complemented by five courses outlining the strategic relevance and challenges of specific world regions such as the Middle East and Asia:

DSS 5300 - US National Security	DSS 5304 - Information Operations	DSS 5312 - Strategic Survey of Europe
DSS 5301 - Strategic Theory & Modern Warfare	DSS 5305 - Cyber Warfare	DSS 5313 - Strategic Survey of the Middle East
DSS 5302 - Global Security	DSS 5310 - Strategic Survey of the Americas	DSS 5314 - Strategic Survey of Asia
DSS 5303 - Low Intensity Conflict	DSS 5311 - Strategic Survey of Africa	DSS 5320 - Future Warfare

This sequence leads to a final seminar or finishing course focused on the likely character of future warfare. Students will gain skills such as the ability to synthesize large amounts of information; and to credibly and persuasively present a concise analysis in both verbal and written form. The curriculum fosters greater cross-cultural competence and an understanding of related U.S. strategic interests and capabilities.

### Admissions Requirements for UTEP's Online Master of Defense and Strategic Studies Degree:

1. Completion and submission of a graduate admissions application
  - To apply online, please visit the UTEP Graduate School Embark Website, at: <https://apply.embark.com/grad/UTEP/22/>
2. Submission of official transcripts in accordance with the requirements of the Graduate School.
3. A Bachelor's degree from an accredited college or university.
4. Demonstration of academic achievement and potential as indicated by the results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
  - This requirement is waived if you already possess an accredited graduate degree
5. A brief statement of purpose (1-2 pages) that addresses educational and career goals and reasons for pursuing the degree.
6. Three letters of recommendation from individuals that can evaluate the ability to succeed in a rigorous graduate program, such as former instructors. Letters of recommendation from employers of work supervisors are also acceptable. Please contact the DSS Director, Larry Valero, for any questions regarding letters of recommendation .

**Note:** Admission packages are evaluated utilizing all of the requirements listed above, there are no "minimum scores" required for the GRE/MAT.

### Academic Standards

Students must have a cumulative GPA of 3.0 or better in order to earn the Master's degree. Students with a semester GPA below 3.0 will be placed on academic probation. Students will have only nine semester hours (three courses) to return to "good" academic standing with a GPA of 3.0 or better. Those students failing to return to good academic standing after nine semester hours may be dismissed from the program.

For more information about UTEP's Master of Defense and Strategic Studies Degree, please visit the UTEP INSS website: <http://academics.utep.edu/Default.aspx?tabid=74117>; or contact Dr. Larry Valero, Director and Associate Professor, at (915) 747-5865, or at [lavalero2@utep.edu](mailto:lavalero2@utep.edu). ■



## DHS History & Mission

The Department of Homeland Security (DHS) was created through the integration of all or part of 22 different Federal departments and agencies into a unified, integrated Department, with the intent of creating a strengthened homeland security enterprise. DHS formally came into being as a stand-alone, Cabinet-level department to further coordinate and unify national homeland security efforts on March 1, 2003; with the passage of the Homeland Security Act by Congress in November 2002. (<http://www.dhs.gov/creation-department-homeland-security>)

DHS's core homeland security missions are to prevent terrorism and enhance national security, to secure and manage our borders, to enforce and administer our immigration laws, to safeguard and secure cyberspace; and to ensure resilience to natural disasters. These missions are enterprise-wide, and not limited to DHS. These missions and their associated goals and objectives detail what it means to prevent, to protect, to respond, and to recover; as well as to build in security, to ensure resilience, and to facilitate customs and exchange. Hundreds of thousands of people from across the federal government, state, local, tribal, and territorial governments, the private sector, and other nongovernmental organizations are responsible for executing these missions. These are the people who regularly interact with the public, who are responsible for public safety and security; who own and operate our nation's critical infrastructures and services, who perform research and develop technology, and who keep watch, prepare for, and respond to emerging threats and disasters. DHS's duties are wide-ranging, but its goal is clear: ensuring a safer, more secure America which is resilient against terrorism and other potential threats. (<http://www.dhs.gov/our-mission>)

## Building Relationships with the Academic Community

DHS maintains numerous relationships with members of the academic community and directly engages with school administrators, faculty, and students on a range of issues. Offering internships to talented students and recent graduates, providing resources to strengthen the resilience of campus communities, and partnering with universities on research are just a few of the ways DHS works closely with the academic community. In 2011, DHS strengthened its outreach efforts to academic institutions by forming the Office of Academic Engagement (OAE), which supports DHS' mission by building, improving and leveraging relationships with the academic community. (<http://www.dhs.gov/academic-engagement-overview>)

OAE's work with the academic community occurs across DHS, and focuses on five key areas:

- **Campus Resilience:** Campus resilience involves colleges' and universities' abilities to prepare for, protect against, respond to, recover from and mitigate crisis and disaster situations, and aligns with DHS' goal to build a more resilient nation.
- **Student and Recent Graduate Recruitment:** With more than 240,000 employees across the world, DHS offers unique career opportunities in a variety of fields. Attracting talented students and recent graduates to work at DHS is crucial in building the next generation of homeland security leaders.
- **International Students:** International students bring invaluable contributions to our nation, and DHS is committed to advancing the opportunities for international students to study in America while maintaining the integrity of the process.
- **Homeland Security Academic Programs:** Over the past ten years, homeland security education has grown significantly, with more than 350 new certificate and degree programs created. Aligning these academic programs to DHS' mission helps create an educated and informed workforce now and in the future.
- **Academic Research and Faculty Exchange:** DHS taps the expertise of the nation's colleges and universities to address pressing homeland security needs and incorporate scientific findings into DHS' operations.

## Resources and Programs for the Academic Community

DHS' work to support the academic community has resulted in a variety of resources, tools, initiatives, and programs for students, faculty, and academic institutions. To strengthen our engagement with the academic community, DHS formed the *Homeland Security Academic Advisory Council (HSAAC)* (<http://www.dhs.gov/homeland-security-academic-advisory-council-hsaac>) in March 2012. The HSAAC is a federal advisory committee comprised of university presidents and academic leaders and provides advice and recommendations to the Secretary and senior leadership at DHS on matters related to homeland security and the academic community. By working with our partners throughout government, DHS provides numerous programs, best practices and tools to actively engage the academic community in building more resilient campus communities.

Through the *Study in the States* initiative, announced by Secretary Napolitano in 2011, DHS works to enhance coordination between the federal agencies that most directly affect international students and the academic institutions that host them. As part of this initiative, DHS maintains an innovative website, *Study in the States* (<http://studyinthestates.dhs.gov/>) dedicated solely to the international student community and frequently updated with tips, news, and other helpful information. DHS also offers a variety of internships and resources for students and recent graduates, and provides professional development opportunities and training programs in a variety of fields.

### Academic Engagement Results

DHS's close collaboration with its partners throughout government and in the academic community to develop programs and resources for students, faculty and school administrators has yielded expansive results, including Campus Resilience, Homeland Security Academic Programs, Academic Research and Faculty Exchange Programs (<http://www.dhs.gov/academic-engagement-results>); as well as job and internship opportunities for students, graduates, and veterans:

#### Campus Resilience

- In February 2013, DHS launched the *Campus Resilience Pilot Program*, which engages colleges and universities to help their efforts to develop and pilot an emergency preparedness and resilience planning process. Through the program, DHS draws on existing resources and collaborates with federal, state and local stakeholders to identify new innovative approaches to promote campus resilience.
- Launched in February 2003, *Ready* is a national public service advertising campaign designed to educate and empower Americans to prepare for and respond to emergencies including natural and man-made disasters. (<http://www.ready.gov/>)
- The *Stop.Think.Connect.* campaign is a national public awareness campaign aimed at increasing the understanding of cyber threats and empowering the American public to be safer and more secure online, and has specific resources geared towards students and educators. (<http://www.dhs.gov/stopthinkconnect>)
- The Federal Emergency Management Agency (FEMA) launched an Academia and Resilience webpage that provides tools, resources, and training information for campus emergency managers, faculty and students. (<http://www.fema.gov/academia-resilience>)

#### Homeland Security Academic Programs

- FEMA's *Emergency Management Institute (EMI)* trains more than 2 million students annually. Training delivery systems include residential onsite training; offsite delivery in partnership with emergency management training systems, colleges, and universities; and technology-based mediums to conduct individual training courses for emergency management personnel across the nation. (<http://training.fema.gov/EMI/>)
- Located at the Naval Post Graduate School, the *Center for Homeland Defense and Security* has been a provider of homeland security graduate and executive level education since 2002. (<http://www.chds.us/>)
- DHS has formed close relationships with institutions of higher education in order to provide its current employees with educational and training opportunities. For example, the Transportation Security Administration's Associates Program allows Transportation Security Officers to advance their education and career development in the field of homeland security through partnerships with local community colleges.

#### Academic Research and Faculty Exchange

- The Science and Technology Directorate Office of University Programs' *Centers of Excellence* are an extended consortium of hundreds of universities that engage the academic community to deliver tools, technologies, and research to enhance DHS' homeland security capabilities. (<http://www.dhs.gov/st-centers-excellence>)

### DHS Job Opportunities for Students, Graduates, and Veterans

DHS employees help secure our nation's borders, airports, seaports and waterways; research and develop the latest security technologies; respond to natural disasters or terrorists assaults; analyze intelligence reports, and much more (<http://www.dhs.gov/topic/homeland-security-jobs>). From general mission support to law enforcement to immigration and travel security to prevention and response, myriad professional growth opportunities exist throughout the department (<http://www.dhs.gov/types-jobs>).

The Department of Homeland Security has unique, challenging, and rewarding career opportunities (<http://www.dhs.gov/careers>) available for all applicant experience levels (<http://www.dhs.gov/job-experience-levels>); including job opportunities for Current Students and Recent Graduates, Veterans, and Active Service Members:

- **Student Opportunities:** DHS offers a variety of scholarships, fellowships, internships, and training opportunities to expose talented students to the broad national security mission (<http://www.dhs.gov/student-opportunities-0>)
  - **The Secretary's Honors Program (SHP)**, announced by former Secretary of Homeland Security Janet Napolitano in October 2012, is a highly competitive, premier program for exceptional entry-level professionals looking for a career at DHS. The SHP offers professional development and training opportunities through fellowships in areas such as cybersecurity, information technology, management, emergency management, policy and law. (<http://www.dhs.gov/secretarys-honors-program>)
  - **The SHP Cyber Student Volunteer Initiative** (<http://www.dhs.gov/news/2013/04/18/dhs-announces-cyber-student-initiative>) is an unpaid student volunteer program for college students pursuing a program of study in a cybersecurity-related field. Originally created in April 2013, the program expanded (<http://www.dhs.gov/news/2013/12/16/dhs-announces-expansion-cyber-student-volunteer-initiative>) to new DHS offices and locations in 2014, with over 100 unpaid student volunteer assignments available in over 60 locations across the country.

Participating offices and Components in the program include U.S. Immigration and Customs Enforcement, Homeland Security Investigations, computer forensics labs, the U.S. Secret Service, the U.S. Coast Guard, the Transportation Security Administration, the Office of Intelligence and Analysis, the DHS Office of the Chief Information Officer, and state and major urban area fusion centers. Student volunteers in the program gain invaluable hands-on experience and exposure to the work done by DHS cybersecurity professionals, and perform a broad range of duties in support of DHS' cybersecurity mission. View the 2014 Cyber Student Volunteer Initiative application: <https://www.usajobs.gov/GetJob/ViewDetails/356670600>

- **The Pathways Programs** offer clear paths to Federal internships for students from high school through post-graduate school and to careers for recent graduates; and provide training and career development opportunities for individuals who are at the beginning of their Federal service. As a student or recent graduate, you can begin your career in the Federal government by choosing the path that best describes you and where you are in your academics:
  - *Internship Program:* This program is for current students enrolled in a wide variety of educational institutions from high school to graduate level, with paid opportunities to work in agencies and explore Federal careers while still in school. (<http://www.opm.gov/policy-data-oversight/hiring-authorities/students-recent-graduates/#intern>)
  - *Recent Graduates Program:* This program is for individuals who have recently graduated from qualifying educational institutions or programs and seek a dynamic, career development program with training and mentorship. To be eligible, applicants must apply within two years of degree or certificate completion (except for veterans precluded from doing so due to their military service obligation, who will have up to six years to apply). (<http://www.opm.gov/policy-data-oversight/hiring-authorities/students-recent-graduates/#graduates>)
  - *Presidential Management Fellows Program:* For more than three decades, the PMF Program has been the Federal government's premier leadership development program for advanced degree candidates. This program is now for individuals who have received a qualifying advanced degree within the preceding two years. (<http://www.pmf.gov/>) (<http://www.opm.gov/policy-data-oversight/hiring-authorities/students-recent-graduates/#pmf>)
- **Health and Science Student Opportunities:**
  - Office of Health Affairs Volunteer Scholars Program: offers unique unpaid work opportunities to students interested in medical and health matters. Applications are reviewed quarterly. (<http://www.dhs.gov/oha-volunteer-scholars-program>)
  - DHS Scholars Program: provides individual scholarships to support undergraduate students pursuing degrees in homeland security-focused courses of study. (<http://www.dhs.gov/dhs-scholarship-program>)
  - National HS-STEM Summer Internship Program: provides undergraduate juniors and seniors the opportunity to work with homeland security professionals and researchers for up to ten weeks during the summer. Participants are provided a stipend and conduct research in DHS mission-relevant research areas at federal research facilities and DHS Centers of Excellence. (<http://www.dhs.gov/national-hs-stem-summer-internship-program>)
  - Summer Research Team: conducts research at one of the twelve U.S. Department of Homeland Security Centers of Excellence and their partners for ten weeks during the summer. (<http://www.dhs.gov/summer-research-team-program>)
  - Nuclear Forensics Graduate Fellowship Program (NFGFP): provides support to graduate students pursuing doctoral degrees in nuclear, geochemical, and other disciplines directly related to nuclear forensics. Fellows gain unique, hands-on experience through two 10-week laboratory practicums at a Department of Energy national laboratory, Department of Defense laboratory or federal agency conducting research related to technical nuclear forensics, and close interaction with technical and policy experts throughout the nuclear forensics community. (<http://www.dhs.gov/nuclear-forensics-graduate-fellowship-program-nfgf>)
  - Nuclear Forensics Undergraduate Scholarship Program (NFUSP): provides scholarships to qualified undergraduate students pursuing degrees in disciplines relevant to technical nuclear forensics including physics, chemistry, nuclear engineering, and material science. Students gain hands-on experience through summer research opportunities at the Department of Energy national laboratories and close interaction with technical experts throughout the national nuclear forensics community. (<http://www.dhs.gov/nuclear-forensics-undergraduate-scholarship-program-nfusp>)
  - Seaborg Institute Nuclear Science Summer Internship Program: seeks graduate students from research universities across the nation to work in critical skills areas related to nuclear forensics. Students are given an opportunity to join scientists in independent research projects at a national laboratory and are teamed with mentors who can help hone their skills and guide research projects for advanced degrees. (<http://www.dhs.gov/seaborg-institute-nuclear-science-summer-internship-program>)
  - Nuclear Forensics Undergraduate Summer School: provides undergraduate students with comprehensive, experimental, hands-on training in topics essential to nuclear forensics. Through laboratory experiments and complementary lectures, students are introduced to the practice and technical aspects of nuclear forensic science. (<http://www.dhs.gov/nuclear-forensics-undergraduate-summer-school>)

- **Law Enforcement Student Opportunities:**
  - **Federal Law Enforcement Training Center (FLETC) College Intern Program:** provides a unique opportunity for college students, majoring in Criminal Justice or a related field, to participate in a federal law enforcement training environment. (<http://www.dhs.gov/federal-law-enforcement-training-center-college-intern-program>)
  - **CBP Explorer Program:** offers opportunities in character building, good citizenship, and fitness for young men and women ages 14 through 21. CBP has Law Enforcement Explorer Posts both at ports of entry and at Border Patrol sectors, which provide Explorers with practical training and hands-on experience in Federal law enforcement-related activities. (<http://www.dhs.gov/cbp-explorer-program>)
- **Legal Student Opportunities:**
  - **The Summer Law Intern Program:** a competitive program under OPM's Pathways Program for compensated positions in OGC at DHS headquarters located in Washington D.C. (<http://www.pmf.gov/>)
- **Opportunities for Recent Graduates:** Just completed college, graduate school or military service and looking for a career? DHS is hiring, and offers talented new professionals flexible work schedules, student loan repayment, tuition reimbursement programs, and more in a generous benefits package. All DHS career and hiring programs are compliant with the Pathways Programs — developmental programs directed by President Obama through an Executive Order and tailored to promote employment opportunities for students and recent graduates in the Federal workforce. (<http://www.dhs.gov/job-opportunities-recent-graduates>)
  - **The Secretary's Honors Program (SHP):** announced by Secretary Napolitano in October 2012, is a new recruitment initiative for exceptional recent graduates. SHP offers professional development and training opportunities for talented entry-level people focused on DHS careers in Cybersecurity, information technology, management, emergency management, policy and law. (<http://www.dhs.gov/secretarys-honors-program>). The Secretary's Honors Program (SHP) is a highly competitive, premier program for exceptional entry-level professionals looking for a career at DHS. Qualified candidates apply for a limited number of slots and are selected based on their academic performance, experience and other criteria. Those selected for the program will be offered a variety of incentives and enhanced career opportunities including Department rotations, mentorships, focused on-the-job training and inclusion in various professional development programs. Individuals who possess graduate or undergraduate degrees may apply for the following fellowships within the SHP:
    - **Information Technology Fellows** – a one-year program designed for graduate-level recent graduates with computer science-related academic backgrounds and career paths who have a clear interest in, and commitment to, excellence in the operation and management of information technology.
    - **Cyber Fellows (Bachelor's) and Cyber Fellows (Master's)** – a two-year program for either bachelor's or graduate-level recent graduates in computer science, computer or network engineering, or other information assurance/security/technology fields of study. These programs are designed to develop technically skilled cyber professionals across DHS. Through rotational assignments, participants see how each DHS Component agency collaborates on cyber-related issues such as identification and analysis of malicious code, forensics analysis, and intrusion detection and prevention, and works first-hand on critical issues or incidents in a fast-paced, growing environment. The Cyber Fellows (masters) incorporates leadership training and cyber deployments into the program. Candidates are encouraged to participate in the *Cybersecurity Internship Program* (<http://www.dhs.gov/cybersecurity-internship-program>) prior to applying for the Honors Program.
    - **Honors Attorneys** – a two-year program designed for highly qualified third-year law students, fourth-year students graduating from four-year programs, combination programs or LL.M. programs immediately after law school, and those applying from judicial clerkships immediately after law school. Candidates will have the opportunity to work at multiple legal offices within the Office of the General Counsel.
    - **Policy Fellows** – a one-year program for recent graduates with either a master's or a bachelor's degree. Candidates will provide direct assistance to top policymakers throughout DHS and will work side-by-side with experts in policy-focused areas and offices.
    - **Management Fellows** – a one-year program for recent graduates with either a master's or a bachelor's degree in business, finance, organizational development or human resources.
    - **Emergency Management Fellows** – a one-year program for recent graduates with either a master's or a bachelor's degree. Candidates will have an academic background that prepares graduates with strategic organizational management processes used to protect critical assets from hazards, man-made and natural disasters and facilitate recovery operations.
- **Acquisition Professional Career Program:** an entry-level program for college graduates designed to develop future Department acquisition leaders for the more than \$20 billion worth of goods and services annually in support of the Department's mission, the third largest procurement budget in the federal government. (<http://www.dhs.gov/acquisition-professional-career-program>)
- **Presidential Management Fellows (PMF) Program:** designed for graduate-level students to attract outstanding men and women from a variety of academic disciplines and career paths who have a clear interest in, and commitment to, excellence in the leadership and management of public policies and programs. (<http://www.dhs.gov/presidential-management-fellows-program-0>)

- **Special Veteran Opportunities and Programs:** The Department recognizes the courage and sacrifice of American veterans, particularly those who are injured in the line of duty. To honor their service, DHS participates in programs to help injured soldiers and disabled veterans gain skills and transition to civilian work. (<http://www.dhs.gov/veteran-programs>)
- **Operation Warfighter Initiative:** Operation Warfighter helps service members who are recovering from injury to learn valuable skills and build their resumes. Operation Warfighter (OWF) is a temporary assignment/internship program, developed by the Department of Defense, for service members that are convalescing at military treatment facilities at first in the National Capitol Region but increasingly throughout the United States. The program provides recuperating service members with meaningful activity outside of the hospital environment and offers a formal means of transition back to the military or civilian workforce. Operation Warfighter is a great opportunity for service members on medical hold to build their resumes, explore employment interests, develop job skills, and gain valuable federal government work experience that will help them prepare for their adjustment to the workplace. Each Service member must DoD's OWF Program Manager, Office of Wounded Warrior Care & Transition Policy, DoD, at [warriorcare@osd.mil](mailto:warriorcare@osd.mil) prior to placement in a Federal internship program. Participants must be American citizens who are on active duty in the military (including the National Guard and Reserves). They must also fulfill the security clearance requirements set by the office where they intend to work. DHS welcomes these individuals to the Department. Based on their skills, expertise, and interest, Warfighters are placed in host offices and assigned a supervisor and a mentor. Host offices are available in many areas of the Department including human resources, security, operations and administration. (<http://www.dhs.gov/operation-warfighter>)
- **Wounded Warrior Program:** The Wounded Warrior Program helps disabled veterans navigate the complicated federal hiring process. Through this program, the Department recruits disabled veterans to serve in many different capacities within DHS. The Department of Homeland Security Wounded Warrior Program recruits and hires severely wounded veterans. While the program does not guarantee a job, the Department provides veterans the opportunity to interview for available positions without going through the standard competitive process. If selected, the Department makes every effort to place the veterans in locations of their choice, often close to their families and support systems. The Department recruits at career fairs, military installations, medical centers and transition workshops. The Department also has relationships with many organizations. See the following link for a complete listing of WWP organizations, recruitment/hiring focuses, and special appointing authorities at the following link: (<http://www.dhs.gov/wounded-warrior-program>). Candidates who meet the criteria for this program are encouraged to submit your resume and a brief description of the types of positions you are seeking to: [vets@hq.dhs.gov](mailto:vets@hq.dhs.gov).

These web pages offer information on scholarships, internships, fellowships, entry-level and student job opportunities; full and part-time hiring programs hiring programs at DHS. Additional entry-level job opportunities and programs can be found on USAJOBS (<https://www.usajobs.gov/>), the federal government's official job site; or at <http://www.dhs.gov/search-job-postings>. ■

