



SCHOOL OF PUBLIC AFFAIRS



PUBLIC POLICY INTERNSHIPS

INTERNSHIP GUIDE

OVERVIEW

ABOUT THE PROGRAM

- 10-week Business
- 250 hours of experiential learning
- 150-hour Business
- 50-hour experiential learning (►)
- 100-hour experiential learning (►)

ACADEMIC COMPONENT REQUIREMENTS

INTERNSHIP COMPONENT REQUIREMENTS

HOSTING AN INTERN

- 100-hour experiential learning
- 250-hour experiential learning
- 150-hour Business
- 50-hour experiential learning

AP Calculus BC Review Problems (F.A.) F.A. Review Problems
1. The function $f(x)$ is defined on the interval $[-1, 3]$ by the graph below. The function is continuous on the interval $[-1, 3]$ and has a local maximum at $x = 1$ and a local minimum at $x = 2$. The function passes through the points $(-1, 0)$, $(1, 2)$, $(2, 0)$, and $(3, 1)$.
Determine the average value of $f(x)$ on the interval $[-1, 3]$. #71: $\int_{-1}^3 f(x) dx = 10$ // $\frac{1}{3-(-1)} \int_{-1}^3 f(x) dx = \frac{10}{4} = 2.5$ /71- $\frac{10}{4} = 2.5$

Student Benefits

AP Calculus BC Review Problems (F.A.) F.A. Review Problems
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ACADEMIC COMPONENT REQUIREMENTS

Legislative Internship Program (LIP)

Students participating in the Legislative Internship Program (LIP) must complete the following academic requirements:

- **ENGL 101** (3 credits) - English I
- **ENGL 102** (3 credits) - English II
- **ENGL 103** (3 credits) - English III
- **ENGL 104** (3 credits) - English IV
- **ENGL 105** (3 credits) - English V
- **ENGL 106** (3 credits) - English VI
- **ENGL 107** (3 credits) - English VII
- **ENGL 108** (3 credits) - English VIII
- **ENGL 109** (3 credits) - English IX
- **ENGL 110** (3 credits) - English X
- **ENGL 111** (3 credits) - English XI
- **ENGL 112** (3 credits) - English XII
- **ENGL 113** (3 credits) - English XIII
- **ENGL 114** (3 credits) - English XIV
- **ENGL 115** (3 credits) - English XV
- **ENGL 116** (3 credits) - English XVI
- **ENGL 117** (3 credits) - English XVII
- **ENGL 118** (3 credits) - English XVIII
- **ENGL 119** (3 credits) - English XIX
- **ENGL 120** (3 credits) - English XX

Students must also complete the following academic requirements:

- **ENGL 121** (3 credits) - English XXI
- **ENGL 122** (3 credits) - English XXII
- **ENGL 123** (3 credits) - English XXIII
- **ENGL 124** (3 credits) - English XXIV
- **ENGL 125** (3 credits) - English XXV
- **ENGL 126** (3 credits) - English XXVI
- **ENGL 127** (3 credits) - English XXVII
- **ENGL 128** (3 credits) - English XXVIII
- **ENGL 129** (3 credits) - English XXIX
- **ENGL 130** (3 credits) - English XXX

Students must also complete the following academic requirements:

1. **Establish a relationship with the mentee.** This is the most important step in the mentoring process. It involves building trust, rapport, and a strong working relationship. This can be achieved through regular communication, active listening, and showing genuine interest in the mentee's goals and challenges.

2. **Set clear goals and expectations.** Both the mentor and the mentee should have a clear understanding of what the mentee wants to achieve and what the mentor's role is. This involves setting specific, measurable, achievable, relevant, and time-bound (SMART) goals and discussing the frequency and format of the mentoring sessions.

3. **Provide support and resources.** Mentors should provide the mentee with the necessary support, resources, and information to help them achieve their goals. This can include providing access to relevant literature, introducing the mentee to key contacts, and offering advice and guidance on how to overcome challenges.

4. **Encourage and motivate.** Mentors should encourage the mentee to take ownership of their learning and development, and provide positive feedback and encouragement. This helps to build the mentee's confidence and motivation, and encourages them to persevere through challenges.

5. **Monitor progress and provide feedback.** Mentors should regularly monitor the mentee's progress and provide constructive feedback. This involves discussing the mentee's achievements, challenges, and areas for improvement, and providing specific, actionable feedback that helps the mentee to learn and grow.

6. **End the relationship on a positive note.** Once the mentee has achieved their goals and is ready to end the relationship, the mentor should provide a final summary of the mentee's progress and achievements, and offer any final advice or support. This helps to ensure that the mentee leaves the relationship with a positive experience and a strong sense of accomplishment.

Adapted from "Mentoring Guide: A Guide for 2018 of Health Leadership and Practice."

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TERMINATION OF INTERNSHIP

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MORE INFORMATION

Questions about the programs' application process?

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Questions about the programs' academic components?

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