



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:

Minimum

Students must complete the following courses:

- D 4910 Introduction to the Legislative Process (3 credits)
- D 4942 Introduction to the Executive Branch (3 credits)

Additional

As a condition of enrollment in the LIP, students must also complete the following courses:

Electives

Students must complete a minimum of \$300 in elective credit hours, with a maximum of \$500 in elective credit hours.

Elective credit hours may be earned through the following courses:

Minimum

Students must complete the following courses:

- \D 4942 \n n
- 4910 \n n
- 4941 \n n

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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 agree on specific, measurable, achievable, relevant, and time-bound (SMART) goals. This helps to focus the relationship and provides a clear direction for the mentee's development.

3. **Provide support and resources.** Mentors should offer guidance, advice, and encouragement to the mentee. They should also be aware of the resources available to the mentee and help them to access and utilize these resources effectively.

4. **Encourage self-reflection and learning.** Mentors should encourage the mentee to reflect on their experiences, challenges, and successes. This helps the mentee to gain insight into their own strengths and weaknesses and to learn from their experiences.

5. **Monitor progress and provide feedback.** Mentors should regularly check in with the mentee to monitor their progress towards their goals. They should also provide constructive feedback to the mentee, highlighting their strengths and areas for improvement.

6. **End the relationship on a positive note.** Once the mentee has achieved their goals or reached a point where they no longer need the mentor's support, the relationship should be ended on a positive note. This involves expressing appreciation for the mentee's progress and the mentor's role in their development.

Adapted from "Mentoring Guide: A Guide for 21st Century 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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