

PUBP 2695/4695 Public Policy Internship Syllabus

Course Information

Course Prefix and Number: PUBP 2695/4695

Course Name: Public Policy Internship

Instructor: Jovan Julien

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Office Hours: TBD

Course Description

The internship is intended to foster learning by supporting active participation and introspection into the internship experience. To receive credit for the course, students will perform their assignments as required by the employer, reflect on their experiences through weekly journal writings, and prepare a final deliverable analyzing their work experiences relative to concepts or theories from the social sciences or policy studies.

Course Supervision

Prof. Julien, an Assistant Professor in the School of Public Policy, will oversee the various requirements you must meet to receive course credit for the internship. You will submit weekly reports of your hours, along with a weekly reflection, and you can also come to them with any questions, concerns, or matters you'd like to discuss. The substance of the work you do for this internship may involve confidential and privileged matters, and details of those should not be shared with Prof. Julien, or anyone else outside of the internship.

General Communications & Professionalization

Students will respond to all emails, and complete all surveys & security forms within 24-48 hours of their sending. Students will dress appropriately for work. Students will provide information regarding their internship, including name and contact information of employer and supervisor (boss). Internship supervisor feedback will be incorporated to evaluate on-the-job performance and areas for improvement.

Required Course Materials

No textbooks or materials are required. Resources for research are determined in consultation with the thesis advisor.

Grading Policy & Requirements

There are three course requirements, all of which must be completed, to pass this course. **Failure to complete any one of these requirements prior to the final day of classes will result in receiving a grade of F for the course.**

- Work a total of approximately 100 hours in your internship
- Timely Submission of Weekly Reports/Reflections
- Successful Topic Presentation

Grading Scale

Your grade in this course will be based upon the quality and timely submission of your weekly reports/reflections, and your presentation on a topic at the conclusion of your internship. You have the opportunity to earn **1000** points over the course of the semester. Your total points earned will be divided by **1000** to determine a percentage grade, and your final grade will be assigned as a letter grade according to the following scale:

A	90 – 100%
B	80 – 89%
C	70 - 79%
D	60 – 69%
F	Below 60% OR failure to complete any one of the three course requirements outlined in the section above

Weekly Reports/Reflections to the LST Director

50 points each X 14 reports = 700 points

Each week of the semester, you will upload a weekly report/reflection in Canvas by 12 noon on Monday. This document will include the number of hours you worked in the week prior, the cumulative hours you have worked over the semester, and a narrative section in which you reflect on the week prior. Late submissions without prior approval will not be accepted. Due dates for each week’s report/reflection are listed in Canvas, and they will be adjusted if Monday of a particular week is a holiday. You must submit a report/reflection each week one is due, even if you did not work that particular week due to scheduling reasons.

This is your opportunity to reflect on how the internship is helping you develop professionally and personally, what you’re learning in the internship, challenges you may be facing in the internship, and anything else you find relevant to your experience.

The work environment can be complex and fast paced. A journal will help you understand your role, work, and progress. You should reflect on your tasks, difficulties, insights, your opinions, and reactions, and discuss problems, contradictions, political issues, human behavior, etc. Your perspectives are likely to evolve during the semester. This is a project notebook, where the “project” is both your work and your personal development. You might also include reflections on how classroom learning has provided useful insight into (or is contradicted by) your experience. For example, describe real-life examples of concepts from PUBP 4226 (e.g., market failures, government failures) that you encounter in your internship, observe in the news, or just general living.

Based on the content of these reflections, Prof. Julien may also follow up with you to discuss any concerns you may have, challenges you are facing, etc., in order to help you move forward successfully in the internship. No confidential information about substantive matters on which you are working should be shared in these reflections.

Your grade will be based both on the completion and quality of your reflection.

Rules:

- Your journal should consist of a *single* .docx file in which you add the latest entry above the previous ones, and then resubmit the entire document.
- The file name should be “LastName_FirstName PUBP 2695/4695 Weekly Journal.” Please place this information within the document, at the top (as its title), as well.
- Each weekly entry should have a boldface date as the section title (e.g. “Feb 1, 2026”).
- Each weekly entry should be 150-600 length. Text shall be in 11-point Times New Roman font, single-spaced.
- Journal entries will be graded based on timely submission, quality of commentary, and use of proper grammar and punctuation.

Topic Presentation

200 points

The primary deliverable for this course is a customized paper, presentation, or other work that synthesizes your internship, your course material, and your personal interests. It can be work product that you generate as part of your internship. It can be an independent policy brief or research paper. Consult your professor early and often to decide on its form and content. For the most utility, do *not*

treat this as “just another assignment to check-off.” Rather, use it as means to: 1) become more expert in an issue area that interests you; 2) develop a writing sample that can be used for future applications for jobs or graduate schools; 3) network into organizations and individuals for whom you might want to work some day; 4) research a potential career path. The more substantive and the more representative of a high-quality skillset (in research, analysis, and/or communications), the higher grade it will receive.

Employer Evaluation

100 points

At the end of the semester, we will ask your internship supervisor to evaluate you on the following metrics:

- quality and quantity of work
- professionalism and maturity (includes ability to seek out and receive constructive criticism)
- ability to meet deadlines and show up on time
- ability to work with others
- ability to ask questions in order to improve work
- ability to work by themselves without too much coaching (i.e., doesn't need to be programmed like a computer)

And with this scale in mind:

1. Exceeds expectations (top performer, we would definitely hire if we could)
2. Above average (good worker; with some additional maturity, experience, and/or training could be a top performer)
3. Meets expectations (satisfactory, but did not stand out)
4. Needs work (tried, but was not quite ready for the professional work environment)
5. Below expectations (this student was non-performing, or unprofessional, or irresponsible in some way).

Policies & Regulations

The instructor of record reserves the right to alter these requirements with reasonable notification of enrolled students.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on any assignment or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person's work and presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words and cite the source, or 2) paraphrase or summarize acceptably using your own words and cite the source. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki's, and podcasts. Plagiarism produced by AI still counts as plagiarism.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at 404.894.2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

AI Policy

Students *may not* use AI when conducting research or writing the initial drafts of *any* materials submitted for a grade. Also, students who conduct research or write at the level of AI may not receive a passing grade.

Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Additional Resources for Students

I want to see you succeed not just in this course, but at Georgia Tech and during this time of your life in general. If you need assistance in the course, or in other areas, please don't hesitate to reach out for help. Resources to keep in mind if you're facing challenges while at Tech include the Dean of Students (<https://studentlife.gatech.edu>), the Counseling Center (<https://counseling.gatech.edu>), the GT Police (<https://police.gatech.edu>), Stamps Health Services (<https://health.gatech.edu>), and the LGBTQIA Resource Center (<https://lgbtqia.gatech.edu>). Your instructor has also completed LGBTQIA Safe Space training.

If you are having issues with housing, food insecurity, clothing, or other financial issues, please be aware of possible assistance available to you through the STAR Program (Students' Temporary Assistance and Resources). More details on the STAR Program are available at: <https://studentlife.gatech.edu/content/star-services>

University System of Georgia Statement

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Course Schedule - Weekly Report/Reflection Due Dates (Intern uploads in Canvas by noon on dates listed)

Tuesday, May 26

Monday, June 1

Monday, June 8

Monday, June 15

Monday, June 22

Monday, June 29

Monday, July 6

Monday, July 13

Monday, July 20

Monday, July 27