



Brown University  
Department of Education

Master's Program in  
Urban Education Policy

Program Handbook

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## Urban Education Policy at Brown

The Education Department at Brown offers a master's level program leading to an A.M. in Urban Education Policy. The twelve-month UEP program dedicated to the study of policy analysis, planning, and development in urban public education. The tightly focused academic curriculum, integrated with a nine-month internship, is designed to impart a set of core skills and competencies that are necessary for successful careers in urban education policy. The UEP program also provides a solid foundation for those anticipating advanced study in areas related to urban education policy.

The UEP program is designed primarily for recent college graduates and early-career individuals who seek a professional degree in the area of urban education policy or training that would prepare them for advanced study in this area. The program is particularly suited for those who seek a highly focused one-year graduate program that recognizes the dual role of theory/research and practice in developing and implementing sound education policies. The intent is to provide targeted, high-quality, master's level training to the next generation of individuals who will be leaders in the urban education policy arena.

The program will provide graduates with the kinds of skills that are in demand in a variety of related professions. These positions require a mastery of educational concepts relating to balancing the parallel needs of data-based decision making and accountability in public schools. These markets offer growing job opportunities in a variety of settings for people who can link research skills, policy analysis and education practice.

The UEP program is directed by Professor Kenneth Wong ([kenneth\\_wong@brown.edu](mailto:kenneth_wong@brown.edu)). For more information, see UEP Faculty and Research Interests on page 13.

## Admissions

We seek candidates for admission to the Urban Education Policy master's program who combine an interest in education policy issues with a high motivation to be successful in a rigorous and fast paced master's program. Students from a variety of different backgrounds and fields of study are welcome to apply. Our admissions committee evaluates candidates based on several considerations including personal essays, official academic transcripts, letters of recommendation, community activities, relevant job experience, extra-curricular activities, standardized test performance, and other factors brought to our attention in the application process.

### Merit Scholarships and Federal Financial Aid

Financial aid, which is directly applied to tuition costs, can be awarded in two ways. First, tuition scholarships, which can vary from a full to partial award, are based on the merit of the entire application. In addition, students may be eligible to borrow funds through the Federal Direct Student Loan Program depending on financial need. Consideration for need-based federal aid (Federal Direct Loans and Federal Work-Study) is based on status as a U.S. citizen or permanent resident of the U.S. and is determined by completing the Free Application for Federal Student Aid (FAFSA).

Candidates applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by May 15<sup>th</sup>.

### Urban Education Fellows Scholarship

Urban Education Fellows dedicate three years of postgraduate work to the Rhode Island urban core in exchange for full tuition forgiveness. Upon completion of the Master of Arts in Urban Education Policy program, UEFs are expected to serve in a full-time education policy position. In order to receive loan cancellation, fellows must be directly employed in the Rhode Island urban core. These commitments are inspired in part by the report to the [University's Steering Committee on Slavery and Justice](#), which was published in December, 2008.

## 5th-Year Brown Students

The 5th-Year Master's Degree option allows Brown undergraduates to continue at the University for a master's degree after completing their bachelor's degrees. Up to one course of the nine required for the master's degree in the Urban Education Policy Program may be completed while the student is an undergraduate to be counted toward their elective courses. We have compiled a list of suggested electives. The eight core courses must be taken while in residence. Students must apply for this program before they complete their undergraduate studies. Admission must be approved by the department in which the master's degree is sought and by the Graduate School. Brown 5th year students that are admitted to the Urban Education Policy Program are not able to defer their admission.

### Application

All admission decisions for graduate programs are made at the program level. Rising juniors and seniors who are interested in pursuing a 5th-Year Master's should contact faculty and staff in the UEP program. Students must complete the online application and the 5th-Year Master's Degree Application Supplement Form. Applicants are not required to take the GRE.

### Financial Aid

Undergraduate financial aid awards do not extend into graduate school. The Urban Education Policy Program may offer financial support to their 5th-Year Master's students in keeping with their competitive admission criteria. Please contact Ann D'Abrosca, (ann\_d'abrosca@brown.edu) Asst. Director of Graduate and Special Programs in Education, for details.

## The UEP Year

The core curriculum focuses specifically on education policy in urban settings. The twelve-month program consists of nine courses: seven required courses, including a required nine-month internship that counts as one course, and two elective courses. Two required courses are taken in the summer semester; two and one half required courses and one elective are taken in the fall semester and two and one half required courses and one elective in the spring semester. Each cohort will begin their matriculation in the program in June and finish in the following May.

## Required Courses

The seven required courses have as a unifying theme the role played by education policy in both enhancing and impeding equitable inputs and outcomes of children educated in the nation's urban schools. The program will suggest and encourage elective courses that can be viewed as consonant with that theme, at least broadly speaking.

The required courses, instructors, and scheduling are as follows:

Course	Instructor	Schedule
EDUC2350 -- Economics of Education	Prof. John Tyler	Summer
EDUC2310 -- Introduction to Education Research: Design and Methods	Prof. Michael Grady	Summer
EDUC2320 --Quantitative Research Methods and Data Analysis	Prof. Matthew Kraft	Fall
EDUC2330 -- Urban Politics and School Governance	Prof. Kenneth Wong	Fall
EDUC2360 -- Policy Analysis and Program Evaluation for Education	Prof. John Papay	Spring
EDUC2370 -- Internship (concurrent during full academic year; counts as one course)	Prof. Kenneth Wong	Fall-Spring

During 2018-19, one of the core courses, Structures and Systems in Urban Education (EDUC 2300) will not be offered in summer 2018. To ensure that students be exposed to a variety of disciplines surrounding issues facing urban education, students are required to take one of the following courses offered by Professors Tracy Steffes, David Rangel, or Andrea Flores (listed below are the 6 courses in two semesters during 2018-19).

Academic Semester	Course	Title	Primary Instructor	
Fall 2018	EDUC1045	Sociology of Higher Education	David	Rangel
Fall 2018	EDUC1430	Social Psychology of Race, Class, and Gender	David	Rangel
Fall 2018	EDUC1450	The Psychology of Teaching and Learning	Andrea	Flores
Spring 2019	EDUC1040	Sociology of Education	David	Rangel
Spring 2019	EDUC1270	Adolescence in Social Context	Andrea	Flores
Spring 2019	EDUC1720	Urban Schools in Historical Perspective	Tracy	Steffes

## Electives

Two of the nine course credits in the program will be satisfied by approved elective courses. The elective component of the program will allow students either to gain greater depth in a core area (e.g., research methods or in urban politics) or to broaden their experience in areas that are related to, but not directly covered by, core courses (e.g., organizational theory or public finance). Electives will be satisfied through approved 100 and 200 level courses regularly offered at Brown subject to the prerequisites and enrollment limits in place for any given course.

The elective component of the master's program offers opportunities for substantive connections to be forged between the organizations directly involved in the master's program and other departments and programs at Brown, particularly the Taubman Center, the Department of Community Health, the Department of Economics, the Department of Sociology, the Department of Political Science, the Urban Studies Program, and the Department of Portuguese and Brazilian Studies.

### The Summer Semester & Brown's Partnership with The Annenberg Institute for School Reform

The Urban Education Policy Master's program begins every year in June and ends the following May. During the summer, UEP students begin their experience at Brown with the Annenberg Institute for School Reform. Over the course of six weeks, students have class in the morning. Students are also responsible for conducting a summer research practicum with a small team of other UEP students. UEP students gain practical experience and knowledge from the Institute through their coursework and research practicum.

The practicum is a team-based, field-based research and consulting project overseen by the faculty. Essentially, UEP students are "hired" by local educational organizations to conduct research on a specific issue or topic relevant to their organization. At the end of the semester, practicum teams turn in a final analysis paper and present their findings and recommendations to other UEP students and their respective educational organization.

### Internship Requirements

The UEP internship is an intensive experience required of all UEP students. Internship experiences should be at sites that are appropriate to one's ultimate career goals, immediate career aspirations or both. UEP students carefully choose these sites with guidance from Christina Claiborne, Assistant Director of Academic Support and Development based on professional goals, interests, needs, and expectations for your internship experiences. Over the course of the Fall and Spring semesters, students are expected to work a total of 250 hours minimum with their internship site.

For more information, see the UEP Internship Handbook.



## Independent Study

With permission from the Director of the Urban Education Policy Program students may decide to elect an independent study in place of one of their electives. Students need to present an outline of their proposed work to the faculty member they are asking to serve as the instructor of record for the independent study. Students will need to officially register their independent study as EDUC2970 Independent Study, fall semester and EDUC2980 Independent Study, spring semester. The faculty assigned to the Independent Study is responsible for submitting grades on time in accordance with University policy. Only one independent study is allowed.

## Academic Advising

During the regular school year, each student is assigned one formal academic mentor. Each advisor is responsible for advising three to five UEP students. In addition, the UEP Director and the Assistant Director of Academic Support and Development supports and advises all students.

Academic Policies and Procedures  
(consistent with Graduate School Handbook)

### **Academic and Student Conduct Codes**

Graduate students are expected to be aware of, and to conduct themselves in accordance with the principles of the Brown community as set forth in the [Academic and Student Conduct Codes: Graduate Student Edition](#). Students are also responsible for rules and regulations set forth in the University-wide version of the [Academic and Student Conduct Codes](#). The fundamentals are the same in the Codes, though the processes in each are geared to different student populations. For issues of student conduct, the University-wide Code takes precedence. Ignorance of the Code is not accepted as a defense for violation of any of the rules and regulations specified in the Code. Procedures for identifying and treating violations of the Code are described in the aforementioned documents.

### **Academic Requirements Specific to the UEP Program**

UEP students must earn a letter grade of C or better in all their seven core classes. This requirement cannot be satisfied with a grade of Satisfactory. Furthermore, no UEP student can have more than two letter grades of C in their seven core courses for the Department to recommend the awarding of the Master's degree.

In the event that a UEP student earns more than two letter grades of C (or lower than C) in their core courses, the student will not earn a Master's degree unless he/she is able to earn a B or higher in a comparable course for one of the courses in which he/she did not earn a letter grade higher than C.

A student who earns more than two letter grades of C (or lower than C) in their core courses must immediately (within 30 days of grades being issued) meet with the UEP program director to draft an action plan. Comparable courses will be deemed eligible solely at the discretion of the UEP program director (in consultation with UEP faculty members). The student can attempt to earn credit in a comparable course one time for each of individual core courses in which he/she earned a C (or lower).

Given the course schedule, it is likely the student will need to return to campus the following year to take an eligible course. Upon successful completion of a pre-approved comparable course with a B or higher, the student will earn his/her Master's Degree. If the student fails to earn a B or higher in a comparable course after attempting to do so once for each of the courses in which he/she earned a grade of C (or lower), he/she will not earn the Master's Degree in UEP.

### **Sexual Harassment**

Graduate students in their roles as students, research assistants, teaching assistants, and teaching fellows are expected to refrain from behaviors that constitute sexual harassment as specified by [Brown University's Policy Statement on sexual harassment](#). Graduate teaching assistants and fellows are especially advised against having an amorous relationship with a student who is enrolled in a course taught or staffed by the graduate student. Additional information on what constitutes sexual harassment and what a student should do if they feel they are the victim of sexual harassment by another student or a faculty member can be found on the [Brown Human Resources Department](#) website or on the [Brown Health Services](#) website.

## Urban Education Policy Faculty

**Matthew Kraft**  
**Assistant Professor of Education**  
**mkraft@brown.edu**  
**Barus 204**

Matt Kraft's research and teaching interests include human capital policies in education, the economics of education, the organizational context of schooling, and applied quantitative methods for causal inference. His work focuses on developing and evaluating strategies to improve the quality of education in K-12 urban public schools. Currently, he is conducting research on individualized teacher coaching, teacher layoff policies, and the returns to teaching experience.

Matt has published on teacher evaluation systems, classroom observation rubrics, working conditions in schools, teacher-parent communication, and individualized tutoring. Prior to earning his doctorate in Quantitative Policy Analysis from the Harvard Graduate School of Education, he taught middle school English in Oakland USD and integrated humanities in a 9th grade academy for at-risk students at Berkeley High School. Matt holds an M.A. in International Comparative Education and a B.A. in International Relations from Stanford University.

**John Papay**  
**Assistant Professor of Education and Economics**  
**john\_papay@brown.edu**  
**Barus 202**

John Papay is an Assistant Professor of Education and Economics. His research focuses on teacher policy, the economics of education, and teacher labor markets. He has published on teacher value-added models, teacher evaluation, high-stakes testing, teacher compensation, a program evaluation methodology. He has served as a Research Affiliate with the Project on the Next Generation of Teachers and a Doctoral Fellow at the Center for Education Policy Research at Harvard. A former high school history teacher, he earned his doctorate in Quantitative Policy Analysis from the Harvard Graduate School of Education.

**John Tyler**  
**Professor of Education, Public Policy, and Economics**  
**john\_tyler@brown.edu**  
**Barus 108**

John Tyler is Professor of Education, Economics, and Public Policy. His research falls in the realm of impact evaluation in education, with recent research focusing on teacher evaluation issues and examinations of teachers' use of data to inform and improve classroom practice. Past research has been on dropout issues, the economic returns to the GED credential, the returns to skills for low educated individuals, and the impact of correctional education on the post-release labor market outcomes of criminal justice offenders. He teaches graduate and undergraduate courses in the economics of education.

Professor Tyler's recent research focuses on teacher evaluation and measures of teacher effectiveness, examinations of how teachers use data to inform and improve their practice, and in general, impact evaluation in education. Past research has examined dropout issues, the economic returns to the GED credential, the returns to skills for low educated individuals, and the impact of correctional education on post-release labor market outcomes of criminal justice offenders.

**Kenneth Wong**

**Director of Urban Education Policy Program;**

**Education Department Chair;**

**The Walter and Leonore Annenberg Professor in Education Policy; Professor of Political Science, Public Policy, and Urban Studies**

**kenneth\_wong@brown.edu**

**Barus 103**

Kenneth Wong is the Walter and Leonore Annenberg Chair for Education Policy. He has conducted extensive research in the politics of education, federalism, policy innovation, outcome-based accountability, and governance redesign (including mayoral control, management reform, and Title I school-wide reform). His research has received support from the National Science Foundation, the US Department of Education, the Social Science Research Council, the Spencer Foundation, the Joyce Foundation, the Broad Foundation, the British Council, Japan Society for the Promotion of Science, and the Rockefeller Foundation. He has advised the U.S. Congress, state legislature, governor and mayoral offices, and the leadership in several large urban school systems on how to redesign the accountability framework.

A political scientist by training, Kenneth Wong has conducted extensive research in urban school reform, mayoral involvement in education, charter schools, state finance and education policies, intergovernmental relations, and federal education policies (such as restructuring efforts in high poverty schools). His research projects have received support from the National Science Foundation, the U.S. Department of Education's Institute for Education Sciences, and several foundations.

**Andrea Flores**

**Assistant Professor of Education**

**andrea\_flores@brown.edu**

**Barus 202a**

Andrea Flores is an Assistant Professor of Education. Her research focuses on how Latino youth who participate in a college readiness program in Nashville, Tennessee conceptualized the value of high education and civic engagement for themselves, their families, and their communities. In particular, she focuses on how educational aspiration is tied to Latino youth's senses of self and feelings of socio-civic inclusion in the United States. She received her doctorate in Anthropology from Brown University and has a bachelor's in Anthropology from Harvard University. She teaches the courses "The Psychology of Teaching and Learning" and "New Faces, New Challenges: Immigrant Students in U.S. Schools."

**David Rangel**

**Assistant Professor of Education**

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**david\_rangel@brown.edu**  
**Barus 209**

David Rangel is an Assistant Professor of Education. He uses a sociological perspective to understand processes that generate social inequality, with emphasis on the Latino experience in the United States. His current work uses social and cultural capital theories and mixed-methods research to study how school-based parental social relationships develop in the school community and the effects of these relationships on children's early educational outcomes. He received his doctorate in Sociology from University of Wisconsin- Madison and his masters in Sociology from the University of Texas at San Antonio. Professor Rangel teaches the course "The Sociology of Education.



## Education Department Staff

Ann D'Abrosca  
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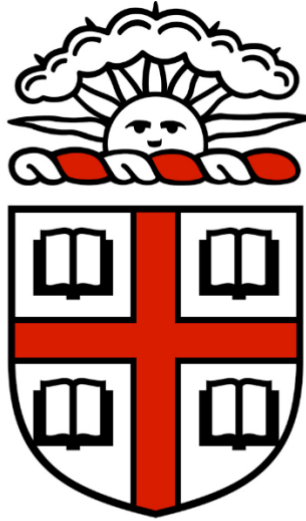
Ann D'Abrosca is the Assistant Director of Graduate and Special Programs. She has been with the Education Department for 25 years. Ann's major responsibilities include recruitment, admission, and financial aid for the Urban Education Policy and Master of Arts in Teaching Program. She is the chief liaison between Brown and the Rhode Island Teach For America Regional Office. Ann holds a M.Ed. in Higher Education Administration from Northeastern University.

Christina Claiborne  
Assistant Director of Academic Support  
and Development  
[christina\\_claiborne@brown.edu](mailto:christina_claiborne@brown.edu)  
[401.863.6404](tel:401.863.6404)  
131 Waterman Street

Christina Claiborne is the Assistant Director of Academic Support and Development for the UEP program. In this role, she provides academic support in the quantitative analysis courses and analyzes data for the UEP program. Additionally, she facilitates the UEP internship component, and leads the course **Urban Education Policy Internship Seminar: Leaders in Organizational Management**. In this unique capacity, Christina works to help students apply the research and policy skills they learn in their courses to solving practical problems in their social- change organizations. Prior to joining the UEP team, Christina taught Algebra I and Algebra II at Central Falls High School for four years and is a graduate of UEP cohort X.

Annemarie Kennedy  
Graduate Programs Coordinator  
[annemarie\\_kennedy@brown.edu](mailto:annemarie_kennedy@brown.edu)  
[401.863.5218](tel:401.863.5218)  
340 Brook Street, and 131 Waterman Street

Annemarie is the Graduate Programs Coordinator for the Department of Education. She supports both the UEP and MAT programs in many capacities, including event planning, social media, finance, recruitment, and admissions.



Brown University  
Department of Education

Master's Program in  
Urban Education Policy



# Internship Handbook

## **Points of Contact for UEP Internship Program**

### **Assistant Director of Academic Support and Development**

Christina Claiborne

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Providence, RI 02912

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Education Department

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### **Director, Urban Education Policy Program**

Professor Kenneth Wong

Education Department

340 Brook Street

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University Providence,

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863-2407 Fax: (401) 863-  
1276

Email: [Kenneth\\_Wong@brown.edu](mailto:Kenneth_Wong@brown.edu)

## Important Internship Dates

### *Mid- July*

- UEP Cohort Internship Review Meeting – UEP Students Receive UEP Internship Handbook
- Complete Internship Interest Survey & Submit Updated Resume to Assistant Director of Academic Support and Development

### *Early August*

- Site placement list distributed to UEP students
- Students begin exploring possible internship sites

### *Late August/ Early September*

- Submit Approved Internship Agreement Form (signed off by UEP student, Internship Site Supervisor, and Assistant Director of Academic Support and Development)

### *Early/ Mid- September*

- First UEP Internship Seminar Meeting
- Begin Internship

### *Mid- December*

- Submit Mid-Year Internship Assessment
- Mid-Year Internship Presentations

### *Early April*

- Capstone Presentation Abstract Submission
- Capstone Presentation Planning

### *May*

- Capstone Presentations at the UEP Annual Conference

This manual is intended to introduce UEP students and Host Organizations/Agencies to the Urban Education Policy (UEP) Master's Program expectations and requirements for satisfactory completion of the internship component. It provides useful information to both the UEP student and site, including forms and logs, as well as guidelines for supervision. Included are recommendations for ensuring good communication between students, site supervisors, and university supervision (i.e., Assistant Director of Academic Support and Development).

It is the responsibility of the UEP student to follow established procedures for enrollment in the Internship courses, be familiar with UEP's policies and protocol for internship placement, know internship requirements and complete and submit all forms by stated deadlines. This manual is required reading for all UEP students.

Your supervised field experience is a crucial developmental step in one's professional preparation. Students in the UEP program concentrate their experiences in public school policy making settings such as state education agencies (SEAs), local education agencies (LEAs), and community organizations. These experiences are intended to assist UEP students in the integration of knowledge learned in other academic experiences, as well as to develop their practitioner skills.

**Urban Education Policy Program:  
*Program Design and Objectives***

The Education Department at Brown offers a master's level program leading to an A.M. in Urban Education Policy. The twelve-month UEP program is dedicated to the study of policy analysis, planning, and development in urban public education. The tightly focused academic curriculum, integrated with a nine-month internship, is designed to impart a set of core skills and competencies that are necessary for successful careers in urban education policy. The UEP program also provides a solid foundation for those anticipating advanced study in areas related to urban education policy.

Graduates of the UEP degree program are well-prepared to assume entry level policy design positions in education policy. Individuals admitted into the program will learn in an environment created to afford students opportunities to achieve academic, professional, and personal success. Program faculty adhere to the belief that demonstrated potential to become a practitioner prior to being admitted to the UEP program paired with demonstrated effectiveness as a practitioner- in- training while completing the program are characteristics each program applicant must possess. The program requires completion of eight core academic courses and includes the successful completion of a nine- month internship course.

**Internship Overview**

The UEP internship is an intensive experience and students are expected to demonstrate broad skills in the following areas of professional functioning:

Communication (oral and written)  
Problem Solving  
Project Management  
Innovation, Creativity, and Development  
Organization

Internship experiences should be at sites that are appropriate to one's ultimate career goals, immediate career aspirations or both. UEP students will want to work closely with the Assistant Director of Academic Support and Development as well as UEP faculty to choose an internship site. Carefully consider your professional goals, interests, needs, and expectations for your internship experiences.

When sites agree to allow UEP students to train with them, they agree and understand their responsibility to promote the student. The UEP program realizes that these training experiences have a dual role and will work diligently to ensure that the needs of the internship site and UEP student are met during the internship.

### **General Timeline: Student Placement & Host Organization Approved List**

Students are responsible for doing the legwork to secure an internship site. Students contact potential site supervisors and make appointments for informational interviews. It is acceptable for students to choose a site that is not on the Approved Host Organization Internship List, but students must seek approval for off-list sites with the UEP Program. Students submit a request to the Assistant Director of Academic Support and Development, which will be reviewed by the Assistant Director of Academic Support and Development and the Director of the UEP Program. The request should give an overview of the site, indicate the on-site supervisor and their background, list duties the intern will perform, and describe the education policy significance of these duties. Students wishing to pursue internships at off-list sites should seek final approval at least two weeks before the fall semester begins.

### **Internship Requirements**

The internship course is a year- long course that the UEP student registers for during both the fall and spring semesters. The fall course is EDUC 2370 and the spring course is EDUC 2380. Because the course spans the fall and spring semesters, the student will receive an "incomplete" on their transcript after the completion of the fall semester, which will be replaced with a grade on their transcript after the completion of the spring semester. The internship consists of three parts:

1. Internship On-Site Requirements
  - a. Completion of a minimum of 250 hours in direct or indirect work hours.
  - b. Submission of Bi-Monthly Check- in forms to Assistant Director of Academic Support and Development
2. Internship Seminar Requirement
  - a. Attendance of and Participation in UEP cohort meetings, meeting expectations outlines in the Internship Seminar Syllabus
3. Delivery of a Capstone Presentation at the UEP Annual Conference
  - a. Writing and submitting a 300- word professional abstract for Capstone Presentation
  - b. Development of Visual Presentation
  - c. Delivery of Capstone Presentation at the UEP Annual Conference

### **The Capstone Presentation in Graduate Study**

The Capstone Presentation represents one of the most significant elements of the Urban Education Policy Program curriculum. The presentation integrates all facets of graduate learning experience and provides an opportunity to demonstrate the ability to apply the tools of education policy

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research by examining a contemporary policy issue. While the Capstone Presentation is not intended to involve extensive original investigation, any conclusions reached must be so supported that their proof is considered well-established.

The Capstone Presentation requirement is designed to accomplish the following goals:

- Provide for the application of an accepted method of inquiry
- Enhance your skills in reading and interpreting data
- Improve your appreciation and understanding of problems involved in education policy research and its application in real world settings
- Provide for practice in recognizing and delimiting research and practical problems
- Generate professional enthusiasm and capacity for engaging in analytical investigation
- Improve your ability to communicate ideas and research
- Enrich your overall experience of academic scholarship

### **The UEP Annual Conference**

The purpose of the UEP Annual Conference is to provide the opportunity to present internship findings close to the time of program completion and receive feedback from faculty, as well as, local and regional urban education professionals. Your presentation should include the problem to be addressed, need for study, review of the literature, research design, findings, and implications for policy and/or further study.

The UEP Annual Conference takes place in May and is generally scheduled on a weekday between 8am and 5pm. The presentations will be arranged in a conference-style panel format with panel discussant. Panels will be organized by topic, research method and/or advisor. Each panel is scheduled for an hour and a half and will typically have four or five student panelists. Each panel session is facilitated by a moderator and UEP students have approximately 10 to 15 minutes to present (depending on the number of UEP student presenters). The moderator may pose questions following the presentations and facilitate reaction and questions from both the panel discussant and the session audience.

### **Internship Learning Goals**

The primary objective of the internship opportunity is the acquisition of competence in the skills required by the work role of the urban education policymaker in specific settings. The internship experience requires the UEP student to:

- Demonstrate skills in developing and maintaining effective professional relationships
- Assess education policy issues from a multicultural perspective to understand different worldviews and values
- Demonstrate sensitivity for legal and ethical dilemmas and conduct themselves in a professional and ethical manner
- Develop plans and recommendation using the best available information and data for education policy decision making

- Demonstrate an ability to provide information to a group through a presentation or workshop
- Demonstrate verbal and written communications that are clear and concise in daily interactions with co-workers and other professionals
- Engage with education policy makers
- Demonstrate effective collaboration skills.

### **Roles and Responsibilities of UEP Student in the Internship Experience**

The UEP student is expected to:

- Select potential sites in consultation with the Assistant Director of Academic Support and Development
- Schedule and complete interviews with point of contacts at internship sites
- Negotiate internship scope of work, deliverables, learning goals and objectives, and internship work schedule with the site supervisor. Students are expected to adhere to the hours they have established with the site, adhere to any dress or behavioral codes of their site, and perform responsibilities in a professional manner as if a paid employee
- Complete and submit the Internship Agreement Form by the appropriate deadline, for review approval and final sign off by the Assistant Director of Academic Support and Development
- Develops goal and objective for his/her experience, in consultation with site and university supervision, and submit this to his/her university supervisor early in the fall semester
- Competently complete course requirements and assignments
- Respond to all email communications from the Assistant Director of Academic Support and Development in a timely manner and return all paperwork by published deadlines to include but not limited to the Internship Agreement Form, Mid- year Internship Assessment, and End- of- Year Internship Assessment, and Student Evaluation of Internship Form (See Appendix)
- Comply with all legal and ethical regulations of the site and of Brown University; brings all potential legal and ethical issues to the attention of university and site supervisors
- Cooperate with on-site and university supervisor

### **Internship Evaluation**

UEP Students are formally evaluated by their on-site supervisor. A written evaluation, the Mid-Year Evaluation Form, is completed jointly by the UEP student and their supervisor and submitted to the Assistant Director of Academic Support and Development by mid-December of the fall semester. The form is completed in two parts. It is the responsibility of the student to ensure that both parts of the form are completed and submitted by the appropriate deadline.

## Internship Grade

The Internship course (**EDUC 2370 and EDUC 2380**) is a .500 credit hour course that the student registers for during both the fall and spring semesters. At the end of the Fall term, all students will receive the “incomplete” status. Students **receive their final grade for the Internship requirement of the UEP program at the end of the Spring Semester.** The Assistant Director of Academic Support and Development provides internship performance and internship requirement evaluation to the Director of the UEP Program for final internship grade determination.

## Intern Compensation

While this is a for-credit program, UEP students may receive monetary compensation for work time, providing the internship site can afford such an arrangement.

## UEP Travel Policy: Guidelines and Protocol

All UEP graduate students have access to a personal travel budget up to \$400 to support participation in professional and academic conferences and travel to their internship sites. **Approval to participate in conferences or internship opportunities shall be obtained from the UEP Assistant Director of Academic Support and Development prior to incurring expenses.** UEP graduate students are eligible for reimbursement by the Education Department for travel expenses provided the following is met:

### *Guidelines for ALL Travel*

- Students are responsible for (1) planning their travel and (2) budgeting their money. This allows for participation in the conferences and internship opportunities that are most beneficial to their own academic and professional development.
- **Travel support is provided on a reimbursement basis only.** Students must retain all appropriate receipts and “proof of payment” for submission to the Education Department’s Academic Department Manager at the conclusion of the trip.

Receipt for travel can be an email receipt including:

Name and method of payment ex: VISA xxxx-xxxx-1234

Flight/ train number, dates, destination

- All travel reservations and travel payments must be made in the student’s name. The individual noted on the receipt must be the person reimbursed.
- The Graduate Program Coordinator will submit a travel reimbursement form for each trip you take.
- Travel reimbursements are considered valid between the third week of June and the first week of May. All travel must be completed no later than three weeks prior to Spring Commencement. No travel reimbursement will be honored after mid-May. If your last internship site visit is within the final three weeks prior to Commencement, you **MUST** notify the Academic Department Manager that you will be submitting a late report and obtain approval to do so.
- **The minimum time for processing reimbursement check distribution is between two to four weeks.**



- All student travel undertaken as part of Urban Education Policy Program professional or scholarly activities is subject to the restrictions stated within this policy, regardless of the source of funding.

#### *Guidelines for Travel to Conferences*

- Reimbursement does not include car rental fees and parking/towing tickets.
- Reimbursement **does** include travel and lodging accommodations for the duration of a given conference; the cost of parking for a non-rented vehicle; conference fee [if applicable]; shuttle transportation to and from the airport.

##### *Car*

- Students driving to conference locations will be reimbursed for their car usage. The [federally determined reimbursement rate](#) for FY17 is \$0.545 per mile. If traveling a long distance, please note that the car reimbursement total **MUST** be less than the cost to fly to the location.  
For proof of mileage, please submit map (ex: google maps) showing the total number of miles traveled.

##### *Train & Bus*

- Students will be reimbursed for train and bus fare with the submission of original receipts and proof of payment.

##### *Flights*

- Students will be reimbursed for airfare with the submission of receipts and proof of payment up to \$400. Airfare must be economy/coach class and the receipt must include the traveler's name, destination(s), date(s) of travel, amount paid by traveler, and the airline(s) traveled.

#### *Guidelines for Travel to Internship Sites*

- Reimbursement does not include food, lodging accommodations, and parking/towing tickets.
- Reimbursement does include travel, and the cost of parking for a non-rented vehicle [if applicable]

##### *Car, Train, Bus*

- Students driving to internship locations will be reimbursed for their mileage. You will not be reimbursed for both fuel and mileage. The Federally determined reimbursement rate for FY16 is \$0.54 per mile.
  - Trips by bus or train to Boston will be covered up to \$37 roundtrip on the train and \$28 roundtrip for the bus. Trips by bus or train to New York City will be covered up to \$225 roundtrip on the train and \$75 roundtrip for the bus.

##### *Flights*

- Students will be reimbursed for airfare with the submission of receipts and proof of payment up to \$400.

##### *Protocol*

1. Two to three weeks prior to the travel event, the student must complete and submit the [UEP Travel Funding Request Form](#). The form is on the UEP Internship canvas site. The form will be reviewed by the UEP Assistant Director of Academic Support and Development and Graduate Program Coordinator. The student must demonstrate in their proposal the connection between the requested

travel and its relation to their academic and/or professional focus, or internship work. Prior approval must be obtained for any travel.

2. The student will receive travel request approval via email communication from the Assistant Director of Academic Support and Development.

3. For reimbursement, the student must submit a completed Department of Education Expense/ Travel Reimbursement Request Form (See Appendix D) with original receipts and/or proof of payment for all approved expenses to the Graduate Program Coordinator.

For any questions on the travel policy, students should refer to the [Brown University Travel Policy](#)

For reference:

UEP Assistant Director of Academic Support and Development  
Christina Claiborne  
[christina\\_claiborne@brown.edu](mailto:christina_claiborne@brown.edu)

Graduate Program Coordinator  
Annemarie Kennedy  
[annemarie\\_kennedy@brown.edu](mailto:annemarie_kennedy@brown.edu)

Academic Department Manager  
Heather Johnson  
[heather\\_johnson@brown.edu](mailto:heather_johnson@brown.edu)

### **Professional Standards**

UEP students at Brown University conduct themselves as professionals at all times. This professionalism extends from dress, attendance, and the successful completion of course responsibilities to exhibiting professional behavior in professional education courses as well as at student's respective internship site.

Further, UEP graduate student practitioners must demonstrate knowledge of/ability to:

- separate personal from professional roles
- use appropriate verbal communication skills
- use appropriate written communication skills
- admit fallibility, accept criticism, and consider opposing opinions, ideas or feelings
- use and benefit from constructive criticism
- be aware of needs and interests of the entire public education student universe and to take into account individual differences including ethnic and racial diversity
- demonstrate ethical behavior as evidenced by, but not limited to, adhering to policies of data management as it relates to the confidentiality of and anonymity records

### **Confidentiality**

The UEP program encourages its students and site supervisors to review the confidentiality policy of their host organization at the beginning of the internship. The UEP program values and places great emphasis on peer exchange and learning. UEP Practitioners- in-Training should participate in professional discourse with one another and other professionals about their internship experiences and should do so in a manner that does not violate any confidentiality policy of their site.

# APPENDIX

## Appendix A- Internship Request Form



### Master's Program in Urban Education Policy Internship Request Form for 2017-18 Academic Year

Thank you for your interest in hosting a UEP intern for the 2017- 18 school year! Below you will find some expectations and guidelines for becoming an internship supervisor, in addition to the Internship Request Form. Please submit all Internship Request Forms for the upcoming academic year to Christina Claiborne, UEP program Assistant Director of Academic Support and Development, at [christina\\_claiborne@brown.edu](mailto:christina_claiborne@brown.edu) by July 14, 2017.

#### Organization Expectations

Brown University's Urban Education Policy Program (UEP) is a one-year intensive graduate program dedicated to the study of policy analysis, planning, and development in urban public education. The tightly focused academic curriculum, integrated with a nine-month internship, is designed to impart a set of core skills and competencies that are necessary for successful careers in urban education policy. Through the internship, the UEP program, places a strong emphasis on providing UEP students with high quality hands-on field work experiences and exceptional practitioner mentoring.

Below are three internship expectations for host organizations that the UEP program believes are critically important for a mutually beneficial internship experience to take place.

**Mentoring:** *Mentoring is paramount to having a successful internship experience and allows the intern to contribute as much as possible to your organization and to the larger world of education policy.* The UEP program requires that host organizations be able to provide mentoring relationships. This means taking a personal interest in seeing that a mentee develops the talent and knowledge needed to succeed in their assigned work for your organization and beyond. Mentoring differs from coaching, advising, and supervision, in its emphasis on developing a personal relationship and advancing the career of the mentee.

**On-Site Supervision:** *Supervision is the key to an effective internship experience.* The UEP program seeks to place our students in urban education policy environments which will expose them to the broadest view of an organization's work, impact and stakeholders.

During the "student placement process," organizations must specifically identify what supervision provision, beyond what is required, will be provided. We strongly encourage host organizations to consider the following additional suggestions for supervision:

- **REQUIRED** - Provide a solid orientation for the intern which includes but not limited to an overview of the agreed upon work (deliverables), specific sector/industry and workplace language, as well as, relevant workplace policy and norms (i.e., confidentiality, liability, sexual harassment, office closing policies, office holidays, employee attire, etc.)
- **REQUIRED** - Schedule regular meeting times with the intern to go over questions, give assignments, evaluate work, and to look at how the internship experience might be improved.  
Note: A formal written evaluation of the intern must be submitted to the Assistant Director of

Academic Support and Development in December of the Fall Semester.

- Provide a reading list (i.e., sector specific and stakeholder books; conference presentations and papers; newspaper articles, editorial opinions, etc.) to help the intern bridge the gap between academia and the real world of education policy and your organization/agency.
- Give the intern an opportunity to attend staff, committee, public or legislative meetings, when possible.
- Explain to the intern how you or the organization makes decisions, develops alternative solutions and arrives at conclusions.
- Identify the key individuals to whom the intern can turn for assistance with specific questions or tasks.

**Appropriateness of Work:** UEP students receive academic credit for their internship work. At a minimum, the UEP program requires that student's field work be education policy focused or very closely related. Further, the UEP program holds the expectation that the overall agreed upon work will be challenging and that the work plan be balanced providing a solid integration of large scale thinking and smaller nuanced work. Deliverables should provide the student with opportunities to use logic and reasoning skills, making connections with both large education policy contexts and issues and engage directly in hands on work.

Below are examples of past work which the UEP Program deemed graduate level work. This list is meant to be illustrative and is not comprehensive.

#### **District, Municipality, Legislative and State**

- Development of draft report on school district wide grading policy
- Development of draft working paper on statewide funding formula
- Development of legislative briefs on public education policy law
- Development and implementation of a qualitative assessment on federally funded after school programs for low and moderate income children

#### **School Level Education Policy**

- Development of a teacher focused "student performance data" assessment tool, followed by presentation of the tool to appropriate stakeholders and school leadership
- Development and implementation of a parent choice and satisfaction survey for a charter school
- Analysis of a school's qualitative and quantitative data on art's integration which was compiled in a report and presented to the school's leadership
- Analysis of a school's student state testing data to determine gaps in effective teaching strategies

#### **Community and Nonprofit Education Policy**

- Development of a working paper on local youth advocacy and community organizing in public PK-12 education
- Development and implementation of a college access community meeting series for low and moderate income ESL families
- Contributions to a large- scale child welfare data system by providing in-depth research on relevant data elements related to children and PK-12 education
- Contributions to large scale public use data project by providing large data set management and analysis

### **Role of Site Supervisor**

- Interview potential UEP students and indicates preferences among those students for site placement, without discrimination in relation to race, religion, gender, age, national origin, disability, or sexual orientation.
- Inform interviewed students regarding their internship placement.
- Assign accepted students to alternative qualified on-site supervisors (a person who has a minimum of a master's degree or two to five years of relevant, postgraduate experience).
- Provide adequate workspace, telephone access, and supplies and equipment for the student.
- Negotiate with student internship hours and responsibilities.
- Orient the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Develop goals and objectives with the student for his/her experience early in the semester.
- Ensure that the student has appropriate experience(s) during the placement based on student's goals and objectives.
- Meet at least 30 mins bi-monthly with student for individual supervision. [Note: Meetings include teleconference and video conference meetings]
- Provide a written evaluation of the student's performance in December of the fall semester and at the end of the internship. Evaluations are to be submitted to the Assistant Director of Academic Support and Development.
- Maintain contact with the Assistant Director of Academic Support and Development for assistance and consultation relating to student's progress.
- Engage in ongoing assessment of the student's performance and communicates with the Assistant Director of Academic Support and Development about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and the Assistant Director of Academic Support and Development will develop a remediation plan.
- Maintain confidentiality (with the exception of the Assistant Director of Academic Support and Development) regarding information obtained during supervision.
- Complete Internship Agreement Form (Mid- September), Mid-Year Internship Assessment Form (Mid- December), and End- of- Year Internship Assessment Form (End of April) in a Timely Manner

**Internship Request Form for 2017-18 Academic Year**

Organization Name:	
Have you hosted a UEP intern previously?	
Is a UEP alum employed at the site?	
Organization Description:	
Hours of operation:	
Type of organization:	
Size of organization:	
Internship start/end date:	
Site supervisor:	
Job title:	
Email:	
Phone Number:	
Scope of work/project:	
Necessary skills/qualifications:	
Paid or unpaid:	



**Appendix B- Internship Agreement Form**

**Education Department  
Brown University  
Urban Education Policy Program**

**INTERNSHIP AGREEMENT FORM**

*Please complete, sign, and return this Internship Agreement Form to the Assistant Director of Academic Support and Development, Brown University, Email: Christina\_Claiborne@brown.edu*

**Student Information**

Student Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**Internship Organization Information**

Organization Name \_\_\_\_\_  
Supervisor Name: \_\_\_\_\_  
Supervisor Job Title: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Fax: \_\_\_\_\_

**Organization Description:**

**I. Scope of Internship (to be filled out by supervisor)**

Specific Job Responsibilities (Including Work Products/Deliverables):

## **II. Benefits to the Organization and the Intern**

Please describe how the internship will contribute to the work of the organization:

Please describe the skills and learning the intern will gain from the internship:

**III. Supervision**

Describe the level(s) of supervision, mentoring, and any exposure to key people within the organization or the policy field, to be expected as part of this internship:

**IV. Time Commitment/Work Schedule**

Interns are expected to complete 250 hours of work in the internship. This time commitment translates to 10 hours per week over the course of the academic year for interns who are working in organizations in or near Rhode Island. Students working with organizations out of the area must determine with their supervisor a schedule for fulfilling the 250- hour time commitment, since the typical weekly schedule might not be feasible. If this will not be a weekly internship, please describe the time frame/schedule for completing the work:

**V. Additional Comments:**

**VI. Agreement**

This agreement stipulates that \_\_\_\_\_ will complete a  
*Student's Name*

total 250 hours of work for \_\_\_\_\_  
*Organization's Name*

as part of the Urban Education Policy Program, from September 2017 to May 2018. The internship will follow a weekly schedule or another agreed upon schedule described in Section IV of this agreement.

\_\_\_\_\_  
Organization Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UEP Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UEP Assistant Director of Academic Support  
and Development Signature

\_\_\_\_\_  
Date

**Appendix C- Mid- year Internship Assessment Form**

**Education Department  
Brown University  
in Urban Education Policy Program**

**MID-YEAR INTERNSHIP ASSESSMENT FORM**

*Please complete, sign, and return the following sections of this Midyear Assessment Form to Christina Claiborne, Assistant Director of Academic Support and Development, at christina\_claiborne@brown.edu.*

**Important Note:** UEP students please remember that your response, as well as the response of your internship supervisor, is required in order to receive a grade for your fall internship component of the UEP program. Please make sure that you hand in a completed full submission which consist of Parts I, II, and III.

**Part I.**

**Student Information**

Student Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**Internship Organization Information**

Organization Name \_\_\_\_\_  
Supervisor Name: \_\_\_\_\_  
Supervisor Job Title: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**Part II: INSTRUCTIONS TO UEP SITE SUPERVISOR**

Please complete section (A) and respond to the reflection question in section (B). Additionally, the UEP program asks that supervisors discuss this evaluation with their intern.

**Section (A)**

<b>Objectives</b>					
Consider the UEP Intern’s “ <i>skills and learning that will be gained</i> ” as described in his/her Internship Agreement Form or as redefined so far during the internship placement.					
	<b>Please place an “X” in one of the boxes below</b>				
	<b>Above expectations</b>	<b>Completely</b>	<b>Somewhat</b>	<b>Needs work</b>	<b>Not at all</b>
How well is the UEP Intern meeting the main objectives of the internship placement?					
<b>Additional comments on UEP Intern meeting the internship’s objectives:</b>					

<b>Performance</b>				
Please rate the UEP Intern’s professional performance for each category below.				
	<b>Please place an “X” in one of the boxes below</b>			
	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs work</b>	<b>Insufficient effort</b>
<b>Organizational skills</b>				
sets priorities and reasonable deadlines				
meets timelines for deliverables				
completes tasks on time				
fulfills commitment to others				
<b>Communication skills</b>				
verbal and written				
asks for and gives feedback				
contributions at meetings				
<b>Interpersonal skills</b>				

<b>Performance</b>				
Please rate the UEP Intern's professional performance for each category below.				
	<b>Please place an "X" in one of the boxes below</b>			
	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs work</b>	<b>Insufficient effort</b>
relationship with school's / organization's and/or project's stakeholders				
relationship with supervisor				
team player				
<b>Creative thinking and initiative</b>				
self-reliant				
resourceful				
flexible				
curious				
dependable				
<b>Critical and strategic thinking skills</b>				
assesses information to make informed decisions				
sees the big picture and understands how actions fit into a plan				
problem solves				
<b>Technical skills</b> (application of skills expected of the position)				
<b>Additional comments on UEP Intern's performance:</b>				

**Section (B)**

Reflection: Supervisors, please reflect on your experience thus far with your intern. Please note both areas of strength and areas for improvement.

**Part III. INSTRUCTIONS TO UEP INTERN**

UEP Students, please respond to the below questions. Responses should be no longer than two pages in length.

**(A)**

Reflection: UEP Interns, reflect on your experience at your internship site. Please incorporate the following “reflection points” in your response.

- I. Scope of Internship
  - a. What are the major challenges and opportunities present in your current work?
  - b. How have you begun to address these issues? Who are the key constituents in this process?
  - c. Where is your work leading as we look toward the spring semester?
- II. Benefits to the Organization and the Intern
  - a. Thus far, how has this internship opportunity added to your learning life and/ or career?

\_\_\_\_\_  
UEP Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UEP Intern Signature

\_\_\_\_\_  
Date

**Appendix D- Department of Education Expense/ Travel Reimbursement Request**

**DEPARTMENT OF EDUCATION  
EXPENSE/TRAVEL REIMBURSEMENT REQUEST**

Employee's Name:

Business Purpose:

*Expenses (not lodging or meals):*

Date	Description	Amount
------	-------------	--------

*If for travel*

Date beginning: and ending:

*\* include times for same day travel*

Destination:

Transportation:

Date	Type	Amount
------	------	--------

Lodging/meal expenses:

Date	Type	Amount
------	------	--------

Funding source:

Version date: 12/1/17



