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). 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.

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 by May 15th.

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.
**Admissions: 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC2300 -- Structures and Systems in Urban Education</td>
<td>Prof. Warren Simmons, Prof.</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Michelle Renee</td>
<td></td>
</tr>
<tr>
<td>EDUC2310 -- Introduction to Education Research: Design and Methods</td>
<td>Prof. Michael Grady, Prof.</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Jaime Del Razo</td>
<td></td>
</tr>
<tr>
<td>EDUC2320 -- Quantitative Research Methods and Data Analysis</td>
<td>Prof. Matthew Kraft</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC2330 -- Urban Politics and School Governance</td>
<td>Prof. Kenneth Wong</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC2350 -- Economics of Education</td>
<td>Prof. John Tyler</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC2360 -- Policy Analysis and Program Evaluation for Education</td>
<td>Prof. John Papay</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC2370 -- Internship (concurrent during full academic year; counts as one course)</td>
<td>Prof. Kenneth Wong</td>
<td>Fall-Spring</td>
</tr>
</tbody>
</table>
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.

Potential Elective Areas and Partial List of Related Courses

<table>
<thead>
<tr>
<th>Public Policy</th>
<th>Schools and School Reform</th>
<th>Social Contexts of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS109 – Children and Public Policy</td>
<td>EDUC101 – The Craft of Teaching</td>
<td>EDUC104 – Sociology of Education</td>
</tr>
<tr>
<td></td>
<td>EDUC172 – Urban Schools in Historical Perspective</td>
<td>EDUC158 – Cross Cultural Perspectives on Child Development</td>
</tr>
<tr>
<td></td>
<td>EDUC176 – Education and Public Policy</td>
<td>EDUC175 – Contemporary Social Problems: Views from Human Development and Education</td>
</tr>
<tr>
<td></td>
<td>EDUC213 – Issues and Trends in Elementary Education</td>
<td>EDUC186 – Social Contexts of Learning and Development</td>
</tr>
</tbody>
</table>

PB172 – Literature, Culture, and Schooling for the Language Minority Student

PB175 – Language, Culture and Society
<table>
<thead>
<tr>
<th>Economic Analysis</th>
<th>Quantitative Analysis</th>
<th>Schools and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC111 – Intermediate Microeconomics</td>
<td>BC207 – Multivariate Regression</td>
<td>AC161 – Child Welfare</td>
</tr>
<tr>
<td>EC131 – Labor Economics</td>
<td>EC162 – Intro to Econometrics</td>
<td>BC236 – Public Health Interventions</td>
</tr>
<tr>
<td>EC141 – Urban Economics</td>
<td>EC163/164 – Econometrics</td>
<td>BC242 – Health Policy Analysis</td>
</tr>
<tr>
<td>EC148 – Public Economics</td>
<td>EC261 – Applied Econometrics</td>
<td>SO154 – Human Needs and Social Services</td>
</tr>
<tr>
<td>EC180 – Politics and Finance</td>
<td>SO201 – Multivariate Analysis</td>
<td></td>
</tr>
<tr>
<td>PP170 – Economics and Public Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Politics</td>
<td>Research Methods</td>
<td>Organization and Leadership</td>
</tr>
<tr>
<td>HI197 – Urban Crisis and American Political Culture</td>
<td>BC237 – Applied Research Methods</td>
<td>SO103 – Organizational Theories of the Public and Private Sectors</td>
</tr>
<tr>
<td>PP170 – Urban Revitalization</td>
<td>EDUC110 – Introduction to Qualitative Research Methods</td>
<td>SO106 – Leadership in Organizations</td>
</tr>
<tr>
<td>PS131 – African American Politics</td>
<td>SO105 – Methods of Research in Organizations</td>
<td></td>
</tr>
</tbody>
</table>
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 every morning on Tuesday through Friday (courses listed above) at the Annenberg Institute for School Reform at 383 Benefit Street, Providence, RI 02903. 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 group research and consulting project overseen by Annenberg Institute mentors. 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 organizations.

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 Holly Harriel, the Director of Education Outreach, 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 Internship Manual in the Appendix of the 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 supports and advises all students.
Academic Policies and Procedures

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. This document can be found here http://www.brown.edu/academics/gradschool/academic-code. Students are also responsible for rules and regulations set forth in the University-wide version of the Academic and Student Conduct Codes, found on the website of the Dean of the College at http://www.brown.edu/Administration/Dean_of_the_College/curriculum/documents/principles.pdf. 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.

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. The policy can be found online at http://www.brown.edu/about/administration/institutional-diversity/policies. 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 at http://www.brown.edu/about/administration/human-resources/ or on the Brown Health Services website http://brown.edu/Student_Services/Health_Services/.

1 Taken from Graduate School Handbook available at http://www.brown.edu/academics/gradschool Urban Education Policy Handbook
The Institutional Review Board (IRB) reviews and approves all research and related activities involving human participants. The board weighs the risks and benefits of participation to help protect the health and best interests of research participants. All review is completed prior to the beginning of research.

All "research" involving human participants must be reviewed and approved by the Institutional Review Board (IRB) prior to beginning the research. The charge of the IRB is to weigh risks and benefits of participation in research and to protect the rights and welfare of the research participants. The IRB purview is for only those activities defined as research with human participants.

In order to determine whether your project qualifies as "research with human participants," consider the following:

*Question #1: Is my project considered to be a research project?*

If the answer to this question is NO, then it is not necessary to submit a human research protocol to the IRB.

If the answer to this question is YES, then go on to question #2 below to determine whether your participants are considered to be human research participants for IRB purposes and whether you need to submit a human research protocol to the IRB.

*Question #2: Are the participants in my project considered to be human research participants?*

If the answer to this question is NO, then it is not necessary to submit a human research protocol to the IRB.

If the answer to this question is YES, then IRB review is necessary. To complete a human research protocol for submission, please visit the IRB forms page at [http://www.brown.edu/research/irb-forms](http://www.brown.edu/research/irb-forms).

It is only when a project meets the Federal definition of research that it crosses through the portal of the Brown University IRB's purview. Only then does the IRB start sorting those projects already within its purview into categories of "exempt" and "expedited" and "full review".

If a project does not meet the Federal definition, it is not submitted to RPO. Neither the RPO staff nor the IRB decide whether a project meets the Federal definition of research. The faculty member who is the principal investigator of the project makes this determination. Once a faculty member has determined that a project does meet the Federal definition, it is submitted to RPO, which then decides to what review category a project is assigned.

For more information, please visit [http://www.brown.edu/research/institutional-review-board-irb](http://www.brown.edu/research/institutional-review-board-irb).

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2 Taken from [http://www.brown.edu/research/institutional-review-board-irb](http://www.brown.edu/research/institutional-review-board-irb)

Urban Education Policy Handbook
Urban Education Policy Faculty Research Interests

Fall and Spring Semester Faculty

Matthew Kraft  
Assistant Professor of Education  
Matthew_Kraft@brown.edu  
401.863.3795  
Barus 209

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  
401.863.5137  
Barus 202

John Papay is an Assistant Professor of Education and Economics at Brown University. 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
johnTyler@brown.edu
401.863.1036
Barus 108

John Tyler is Professor of Education, Economics, and Public Policy at Brown University. 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
kennethWong@brown.edu
401.863.1486
Barus 103

Kenneth Wong is the Walter and Leonore Annenberg Chair for Education Policy at Brown. 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.
Jaime L. Del Razo  
Clinical Assistant Professor of Education;  
Postdoctoral Research Associate, Annenberg Institute for School Reform  
jaime_del_razo@brown.edu

Jaime L. Del Razo is a Postdoctoral Research Associate in the Annenberg Institute for School Reform at Brown University. The primary focus of his post-doctoral work at the institute involves developing a multi-level system of MBLT (More and Better Learning Time) indicators with a team of internal and external partners. His research interests include college matriculation of undocumented students, critical race theory, and higher education issues of access and equity. He is co-founder and an organizer for College Is For Everyone (CIFE) and Chicano Organizing & Research in Education (CORE), organizations that provide college information and academic support for undocumented and Chicano/Latino students. Jaime has served as Director of UC Irvine's Mathematics Engineering Science Achievement (MESA) Schools program where he helped educationally disadvantaged students attend college. He has also worked as a high school math teacher at Dominguez High School in Compton, California. He has served in the US Army and is a Gulf War veteran. He holds a Ph.D. in Education from the University of California, Los Angeles, a Bachelor of Arts (A.B.) in Rhetoric from the University of California, Berkeley, and an Associate of Arts (A.A.) from Pasadena City College.

Michael Grady  
Clinical Assistant Professor of Education;  
Deputy Director, Annenberg Institute for School Reform  
michael_grady@brown.edu  
401.863.2975

Michael Grady serves as deputy director of the Institute and principal investigator on the Institute’s work with the Providence Mayor’s Children and Youth Cabinet and the Rhode Island Education Research Consortium. He is a member of the Institute’s College Readiness Indicator System team funded by the Bill & Melinda Gates Foundation. He also team-teaches a course on research methods and design in the master’s in Urban Education Policy program. Before joining the Institute, he was a senior research associate at the Annie E. Casey Foundation, where he managed the foundation’s research and evaluation portfolio. He has also served as director of research and evaluation for the Prince George’s County (Maryland) Public Schools, a research associate for a court-appointed committee that evaluated magnet schools in St. Louis, and a high school teacher in the U.S. and abroad. His research and policy interests include urban education reform, educational equity, community and parent engagement, and research and evaluation design. He holds a B.A. from Washington University and an Ed.M. and Ed.D. from Harvard University.
Michelle Renée
Clinical Assistant Professor of Education;
Associate Director & Senior Research Associate, Annenberg Institute for
School Reform
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401.863.7990

Michelle Renée is a member of AISR’s research and policy team, which conducts original research, documents and evaluates reform efforts, analyzes current education policies, and develops tools to share lessons and best practices. She supports the development and implementation of equitable education policies on a number of AISR’s projects, focusing on the role of researchers and low-income communities of color. As co-principal investigator of AISR’s More and Better Learning Time Indicators project, she works with a team of staff and external partners to develop new methods to bring a deeper understanding of how expanded learning time is changing the lives of students, the quality and rigor of schools, and the strength of district and community supports for schools. She is a member of AISR’s Center for Education Organizing, which currently supports applied research projects in partnership with the National Education Association and American Federation of Teachers. She also teaches in Brown University’s Master’s in Urban Education Policy Program. Prior to joining AISR, Michelle was a post-doctoral fellow at UCLA’s Institute for Democracy, Education, and Access and worked as a legislative assistant in the United States Congress. She holds a BA from the University of California, Santa Cruz, and a PhD in education from the University of California, Los Angeles. Her areas of expertise are education research, research translation, and community organizing, and she has published extensively on a variety of education topics.

Warren Simmons
Adjunct Professor of Education;
Executive Director, Annenberg Institute for School Reform
warren_simmons@brown.edu
401.863.7675
Annenberg Institute

Warren Simmons directs the work of the Annenberg Institute for School Reform at Brown University and team-teaches a course in Urban Systems and Structure in Brown University's Urban Education Policy Master’s Program. Before joining the Institute in 1998, he was founding director of the Philadelphia Education Fund, a local reform support organization that helped the School District of Philadelphia to fund, develop, and implement new academic standards, content-based professional development, standards-based curriculum resources, and comprehensive school reform, as part of the Children Achieving reform agenda. Previously, at the Annie E. Casey Foundation, he developed and funded initiatives on community development and urban school reform. He also served as director of equity initiatives for the New Standards Project and as special assistant to the superintendent of schools in Prince George’s County, Maryland, where he planned and/or implemented district-wide initiatives on improving the achievement of traditionally underserved students.
Simmons received a B.A. in psychology from Macalester College and a Ph.D. in psychology from Cornell University. He is a recent recipient of the Distinguished Citizens Award from the National Governors Association and has served on the advisory groups and boards of several prominent national organizations including the National Center on Education and the Economy, Public Education Network, the Merck Institute, the National Equity Project, PLATO Learning, Inc., and the Campaign for Educational Equity. In addition he has served as a member of the California Collaborative, the Board of the College Crusade of Rhode Island, the Cowen Institute’s National Advisory Council, the Board of Directors for the Southern Education Foundation, and the Pew Forum. He was chair of the Rhode Island Urban Education Task Force, convened by Governor Donald Carcieri, and a member of the National Commission on Civic Investment in Public Education, convened by Public Education Network. He currently co-chairs the Aspen Urban Superintendents Network and the Working Group on School Transformation in New York City. He was recently appointed by the National Research Council (NRC) to serve on the NRC’s Committee on Strengthening Science Education Through a Teacher Learning Continuum. Additionally, Dr. Simmons was recently elected a trustee at Roger Williams University.
Education Department UEP Staff

**Ann D'Abrosca**  
Assistant Director of Graduate and Special Programs  
ann_dabrosca@brown.edu  
401.863.3983  
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Ann 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.

**Holly Harriel, Ed.D**  
Director of Education Outreach  
holly_harriel@brown.edu  
401.863.6404  
131 Waterman Street

Holly is currently the Director of the Office of Education Outreach at Brown University. An urban planner by training and education, she has spent the last 20 years working on various urban issues. She is trained in Geographic Information Systems, and prior to her role at Brown she was an analyst for the Rhode Island Department of Elementary and Secondary Education (RIDE). A native of Baltimore, Maryland, Harriel is a graduate of Tuskegee University, Auburn University, the Massachusetts Institute of Technology, and the University of Pennsylvania.

**Lauren Zawada**  
Graduate Programs Coordinator  
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401.863.5218  
340 Brook Street, and  
131 Waterman Street, TThF 8:30 AM - 1:00 PM

Lauren 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. Lauren has a B.S. in Business Administration from Northeastern University, and worked in administration at MIT prior to joining Brown.
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See attached UEP Internship Handbook
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Points of Contact for UEP Internship Program

General Program Mailing Address and Contact Information:

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Providence, RI 02912

Phone: (401) 863-2407
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Director, Office of Education Outreach (University Supervisor)
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Email: Kenneth_Wong@brown.edu
Documents and Forms

UEP internship forms and documents can be accessed online:
https://sites.google.com/a/brown.edu/uep/forms_docs
## Important UEP Internship Dates

### SUMMER

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Submit your brown email address</td>
<td>End of June</td>
</tr>
<tr>
<td>UEP Cohort Internship Review Meeting – UEP Students Receive UEP Internship Manual</td>
<td>Mid-July</td>
</tr>
<tr>
<td>Complete Internship Interest Survey &amp; Submit Updated Resume to Director of Education Outreach</td>
<td>Mid-July</td>
</tr>
<tr>
<td>Site Placement List distribution to UEP students</td>
<td>Early August</td>
</tr>
<tr>
<td>Begin exploring possible internship sites for placement</td>
<td>Early August</td>
</tr>
<tr>
<td>Get-Acquainted Reception</td>
<td>Early August</td>
</tr>
<tr>
<td>Conduct at least 2 information interviews with potential internship site</td>
<td>Mid-August</td>
</tr>
</tbody>
</table>

### FALL (SNAP SHOT)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete draft of Internship Agreement Form</td>
<td>Early September</td>
</tr>
<tr>
<td>SUBMIT APPROVED - Internship Agreement Form (signed off by UEP student, Internship Site Supervisor, and Director of Education Outreach)</td>
<td>Mid-September</td>
</tr>
<tr>
<td>Resume Workshop</td>
<td>Mid-September</td>
</tr>
<tr>
<td>1st UEP Internship Cohort Meeting – UEP Students receive UEP Internship Seminar Syllabus</td>
<td>Mid-September</td>
</tr>
<tr>
<td>Begin Internship</td>
<td>End of September</td>
</tr>
</tbody>
</table>

| SUBMIT COMPLETED – Mid Year Internship Assessments                      | Mid-December           |

### SPRING (SNAP SHOT)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start thinking about UEP Conference topic and post UEP placement</td>
<td>January</td>
</tr>
<tr>
<td>Capstone Presentation Planning</td>
<td>April</td>
</tr>
<tr>
<td>Capstone Presentation Abstract Submission</td>
<td>Early April</td>
</tr>
<tr>
<td>Capstone Presentation at the UEP Annual Conference</td>
<td>Mid-May</td>
</tr>
</tbody>
</table>
UEP Google Calendar

UEP students should familiarize themselves and become proficient in using Brown University Gmail Applications (Email, Contacts, Documents, and Calendar). Students should add the UEP calendar and the UEP internship calendar to their Brown University email calendar, as the following internship activities will be posted on the UEP Google calendar:

On – Line Journals (Blogs) Post
Guest Lecture Series
Internship University Supervision (Both 1-on-1 and Group Meetings)
Alumni Panel & Dinner Semester
Resume and Cover Letter Writing (Given by the Career Development Office)
UEP Annual Conference – May 2016

*Monday Night Colloquia

During the year, MAT (Master of Arts in Teaching) students attend one colloquium during each semester on a Monday night. The colloquium series is offered with the Education Department’s Urban Education Policy master’s program. These evening gatherings offer a chance for candidates and faculty to convene during the school year, at a time when candidates will be on different schedules (as some are in the student teaching semester and some are in the academic semester). Speakers invited to these colloquia range from professors who have conducted research in education, school principals, and other experts and professionals from the education field. In the past, colloquia have covered such topics as: Family and Community Engagement, The Job Search Process for New Teachers, “The Immigrant Paradox,” English Language Learners, and The State of Education in RI. Readings are often provided prior to the colloquia and there is a full question and answer session or discussion following each speaker or panel.
Introduction

This manual is intended to introduce UEP students (Practitioner-in-Training) and Host Organizations/Agencies (“sites”) to the Urban Education Policy Program expectations and requirements for satisfactory completion of the internship component of the UEP graduate program. 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., Director of Education Outreach).

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

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; in state and municipal entities, in public and charter schools; or higher education settings. 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 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 8 core academic courses and includes the successful completion of a 9 month internship course.
Internship  
Overview

Your UEP internship is an intensive experience and the Practitioner-in-Training is expected to demonstrate broad skills in the following areas of professional functioning:

- Communication (oral & written)
- Problem Solving
- Project Management
- Planning
- Innovation, Creativity & Development
- Organizing
- Delegating

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 Director of Education Outreach, as well as, UEP faculty to choose an internship site. Carefully consider your professional goals, interests, needs, and expectations for your internship experiences. If a UEP student should commit to multiple internship sites, each site should reflect a diversity of experiences with different sites, agencies, and activities whenever possible.

When selecting a site, UEP students should keep in mind the educational and work opportunities that may be outcomes from that particular experience. In addition UEP students should aim for an internship placement that represents a “good fit” with their personal and professional needs, values, interests, and UEP program requirements.

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 insure that the needs of the internship site and UEP student are met during the internship.

General Timeline: Student Placement & Host Organization/Agency 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/Agency Internship List, but students must seek approval for off-list sites with the UEP Program. Students submit a request to the Director of Education Outreach (by email), which will be reviewed by the Director of Education Outreach 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.
The UEP program starts in June with a six week summer session. By mid July, urban education policy organizations and agencies are invited to complete and submit the on-line General Work Profile Form (Appendix A). The following table presents a general timeframe for student placement:

- **Late June thru Late July** - You will receive an email indicating that your submission was approved and your organization/agency was added to the UEP Internship Host Organization List.

- **Early August** - The UEP Internship Host Organization List will be distributed to UEP students and they will begin getting in touch with organizations/agencies to set up informational interviews (largely phone interviews). Note: Organizations/agencies should request copies of resumes from students who contact them about internship opportunities.

- **Mid August thru mid-September** - After an intern and organization/agency have decided to commence an internship, the Internship Agreement Form must be jointly completed and submitted to the Director of Education Outreach for approval. Note: Internship work should not begin until the Agreement Form has been signed off on by the Internship Supervisor, the UEP Intern, and the Director of Education Outreach.

**Internship Requirements**

The Internship course, *(EDUC 2370)*, is a .500 credit hour course that the student registers for during both the fall and spring semesters with the assistance of the Assistant Director of Graduate and Special Programs. The internship course consists of three parts: 

1. **Internship On-Site,**
2. **Internship Seminar** and
3. **Delivery of a Capstone Presentation at the UEP Annual Conference:**

(1) **Internship On-Site requirements**

- Completion of a minimum of **200 direct work hours.** A direct hour is a Practitioner-in-Training hour spent meeting/telecommunicating with staff their host organization/agency or the project work’s stakeholder groups. It also includes hours spent analyzing, synthesizing and implementing project material. This also includes one hour of supervision every two weeks with the site supervisor or some other arranged meeting schedule.

- Completion of a minimum of **50 indirect hours.** Indirect hours are any other internship related time such as supervision with the Director of Education Outreach and/or other university internship supervision, professional development, on-line (blog) journal writing, project due diligence (e.g., making copies of relevant reading, sending emails, etc.), and guest lecture attendance.
• Attendance of 1 professional education policy conference

(2) Internship Seminar requirement:

• Attendance and participation of UEP cohort meetings and UEP/MAT guest lectures

• Participate in university supervision (Director of Education Outreach): Attend on: 30 to 60 min meeting with the Director of Education Outreach each of the following months: September, November, February, April

(3) Delivery of a Capstone Presentation at the UEP Annual Conference:

• Writing and submitting a 300 word professional abstract for your Capstone Presentation

• Development of a visual presentation

• Delivery of Capstone Presentation at the UEP Annual Conference

The Place of 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 your graduate learning experience and gives you an opportunity to demonstrate your ability to apply the tools of education policy 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:

• To provide for the application of an accepted method of inquiry.
• To enhance your skills in reading and interpreting data.
• To improve your appreciation and understanding of problems involved in education policy research and its application in real world settings.
• To provide for practice in recognizing and delimiting research and practical problems.
• To generate professional enthusiasm and capacity for engaging in analytical investigation.
• To improve your ability to communicate ideas and research.
• To enrich your overall experience of academic scholarship.
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 for Practitioners-in-Training**

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 on an 1-on-1 basis, as well as, in project stakeholder groups;
- Demonstrate effective collaboration skills.
Roles and Responsibilities

Role of Practitioners-in-Training in the Internship Experience

- Selects potential sites in consultation with the Director of Education Outreach and their faculty advisor;

- Schedules and completes interviews with point of contacts at internship sites;

- Negotiates 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, to adhere to any dress or behavioral codes of their site, and to perform responsibilities in a professional manner as if a paid employee;

- Completes and submits the Internship Agreement Form by the appropriate deadline, for review approval and final sign off by the Director of Education Outreach;

- In consultation with site and university supervision, develops goals and objectives for his/her experience and submits this to his/her university supervisor early in the fall semester;

- Keeps an accurate and detailed log of internship activities and hours;

- They are present at and are prepared for individual and group university supervision sessions taking an active role in the process, and attend other on-campus meetings and guest lecturers;

- Competently completes course requirements and assignments;

- Responses to all email communications from the Director of Education Outreach in a timely manner and returns all paperwork by published deadlines to include but not limited to the Internship Agreement, Midyear Internship Assessment, and Student Evaluation of Internship Form (See Appendix);

- Complies 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;

- Is cooperative with on-site and university supervisor.
Host Organization/Agency Expectations

Brown University’s Urban Education Policy Program (UEP) is a 1-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. By mentoring we mean, taking 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. The UEP Program requires that supervision be provided by senior or executive level management of your organization/agency.

During the “student placement process” host organizations/agencies must specifically identify what supervision provision, beyond what is required, will be provided. While we acknowledge that generally "being available" so that the intern can, if necessary, request assistance or feedback, is important, 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.)

- 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.

- **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 Director of Education Outreach in December of the Fall Semester.

- Give the intern an opportunity to attend staff, committee, public or legislative meetings, when possible.
- Explain to the intern how you or the organization make decisions, develop alternative solutions and arrive 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 state wide 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 (i.e., data set identification and normalization (scrubbing and mining)
Role of Site Supervisor

- Interviews 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. [Note: The number and assignment of UEP students will be mutually agreed upon between the site and the Director of Education Outreach.]

- Assigns 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, as well as, two to five years of supervisory experience).

- Provides adequate workspace, telephone access, and supplies and equipment for the student.

- Negotiates with student internship hours and responsibilities.

- Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.

- Develops goals and objectives with the student for his/her experience early in the semester.

- Ensures that the student has appropriate experience(s) during the placement based on student's goals and objectives.

- Meets at least 30 mins bi-weekly with student for individual supervision. [Note: Meetings include teleconference and video conference meetings]

- Provides 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 Director of Education Outreach.

- Maintains contact with Director of Education Outreach for assistance and consultation relating to student’s progress.

- Engages in ongoing assessment of the student’s performance and communicates with the Director of Education Outreach about any problems with the student’s performance. If problems continue, the site supervisor, in consultation with the student and the Director of Education Outreach will develop a remediation plan.

- Is available to meet with the Director of Education Outreach if warranted.
• Maintains confidentiality (with the exception of the Director of Education Outreach) regarding information obtained during supervision.
Role of Director, Office of Education Outreach (University Supervisor)

- Reviews student’s goals and objectives to be pursued at site;
- Explains the requirements of the internship experience and provides pertinent information;
- Consults with site supervisor about the student’s progress and encourages site supervisors to contact the Director of Education Outreach for assistance and consultation during the semester;
- Provides supervision to UEP students in an individual and group setting for monthly supervision;
- Reviews work samples of the student’s internship work;
- Appropriately maintains confidentiality about information obtained during supervision;
- Collects logs (and portfolios) and supervisor evaluations from each student;
- Completes a written evaluation for each student;
- Reviews General Work Profile submissions and approves or denies them;
- Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor and maintains appropriate contacts throughout the process with student, faculty advisor, and site supervisors;
- Maintains working relationships with public, charter, and private school systems, as well as, public education stakeholders (state, school district, school, city, county, and community personnel);
- Consults as needed with site regarding problems/issues;
- Visits sites;
- Assists students in securing a site;
- Develops new sites by developing new relationships with new education policy stakeholders not currently in the UEP Host Organization/Agency Network.
- Maintains existing relationships with site that are a part of the UEP Host Organization/Agency Network.
Internship Evaluation

UEP Practitioners-in-Training 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 Director of Education Outreach 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) is a .500 credit hour course that the student registers for during both the fall and spring semesters. Student can either register to take the course as pass/fail or receive a letter grade. 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 Director of Education Outreach 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 that goes beyond the 250 hour work completion requirement, providing the internship site can afford such an arrangement.

Travel Policy: Guidelines and Protocol

All UEP graduate students have access to a personal travel budget to support participation in professional and academic conferences and travel to their internship sites. Internships are categorized in to two groups: local or national. Local internships are defined as those taking place in New England (Rhode Island, Connecticut, Massachusetts, Maine, Vermont, and New Hampshire) and/or New York. National internships are defined as those outside of the local region. Approval to participate in conferences or internship opportunities shall be obtained from the Director of Education Outreach 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.

• In order to be eligible for travel reimbursement the student must have some formal role in the event, such as: presenting as research paper or poster; acting as a discussant, group chair, or panel moderator; performing administrative duties associated with a position (such as an elected officer or publication editor) on the organization’s board of governance; or other approved activities or significance related to the conference program.

• 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 Academic Department Manager 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 and a per-diem amount towards meals. Per diem rates are determined by the Federal Government and vary depending on city.

**Car**

• Students driving to conference locations will be reimbursed for their car usage. The Federally determined reimbursement rate for FY12 is 55.5 cents 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.

**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. Students taking flights will need to clear cost with the Director of the UEP Program, prior to booking their flight if the amount totals more than $400.00 round trip.

Lodging
● Students will be reimbursed for lodging with the submission of original receipts and proof of payment. Students will only be reimbursed up to $189 per night, no exceptions.

Per Diem
● Students will be subject to the federally determined per diem rate for each full day of participation in conference activities. The rate varies by city. If spending less than a full day, 15% of the per diem rate will be applied for breakfast, 25% for lunch, and 60% for dinner.

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 out of state will be reimbursed for their mileage and or the money spent on fuel. You will not be reimbursed for both fuel and mileage. The reimbursement rate for 55.5 cents 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. Students taking flights will need to clear cost with the Director of the UEP Program, prior to booking their flight if the amount totals more than $400.00 round trip.

Protocol
1. Two to three weeks prior to the [travel event] the student must complete and submit the Education Department Graduate Student Travel Request form. The form is on-line, can be accessed here, http://sites.google.com/site/brownuep/. The form will be reviewed by the Conference Travel Committee. 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. Note: Please allow 1 to 2 weeks for a response from the committee. Prior approval must be obtained for any travel.

2. The student will receive travel request approval via email communication from the Director of Education Outreach.

3. For reimbursement, no later than the 2nd Wednesday (12noon) after the completion of travel, the student must submit a completed UEP Internship Travel Reimbursement Form or Brown University Student Account Refund Request Form with original receipts and/or proof of payment for all approved expenses to the Education Department’s Financial Coordinator.
Professional Standards

UEP Practitioners-in-Training 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 confidentially policy of their host organization/agency 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 – General Work Profile Form
Internship Placement Contact Information

Organization Name *

Street Number and Street Name * (1234 Baltimore Street)

City *

State *

Zip Code *

Hours of Operation *

What is the size of your organization?

How many employees do you have?

0-20
21-34
35 or More

Type of Organization *

Public Sector
Private Sector
Non-Profit

Organization Description
Please mention a few words about your organization's mission, work, and projects.

Organization Culture / Organization Characteristics
Please mention a few words about your organization's work culture (i.e., busy, fast paced, professional, laid back, small, large, start-up, expanding)

Internship Description
Name of Internship Site Supervisor *

Internship Supervisor's Job Title *

Internship Supervisor's E-Mail * (example@email.com)

Internship Supervisor's Phone Number *
(XXX-XXX-XXXX, ext. XX)
Internship Supervisor's Fax Number *
(XXX-XXX-XXXX)

Internship 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 workplan 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.

Project Description
Describe the work that the intern will be involved in. What is the goal of the project?

Job Description
What will be the responsibilities of the intern? What is required of their position?

Preferred internship site "time commitment" *
- at least 5 on site hours/week
- at least 10 on site hours/week
- at least 15 on site hours/week
- no preferred on site time commitment/ will be negotiate with graduate intern

Work Product
- What is the intern expected to do for you? (check all that apply)
- Produce written document(s) (i.e., policy briefs, executive summary, literature review)
- Conduct survey
- Facilitate/convene stakeholder meetings / focus groups (i.e., partners, funders, community group members)
- Analyze data and or manipulate data systems/technology
- Develop and/or assess protocols, systems, and policies
- Other:
Desired Skills [What prior skills, experience, and/or exposure should the graduate intern have?]

Technical Skills

Check all that apply.

- Data, Computer Use (Microsoft Word, PowerPoint, Excel, Access, Statistical Software Applications or Customized Software)
- Literature / Policy Review Research
- Funding/Budget Creation
- Web & Social Media

Analytical Skills

Check all that apply.

- Data Synthesis and Interpretation
- Policy Analysis
- Other

Writing Experience

Check all that apply.

- Policy Briefs
- Grants
- Reports and/or Executive Summaries

Soft Skills

Check all that apply.

- Organizational skills (i.e., sets priorities, completes tasks on time, meets deadlines)
- Communication skills (i.e., asks for and gives feedback)
- Interpersonal skills (i.e., relationship with school’s / organization’s and/or project’s stakeholders, team player)
- Creative thinking and initiative (i.e., resourceful, flexible, dependable)
- Critical and strategic thinking skills (i.e., sees the big picture and understands how actions fit into a plan, assesses information to make informed decisions, problem solves)
- Other

Will the internship work described above be available by September 1?

- Yes
- No

If the internship work described above is ONLY available after September 1, please provide a date when the work will be available.
Additional Comments

Other Information
- Would you like to be added to our official list to receive information regarding future UEP internship site request? Yes/ No
**Education Department**  
**Brown University**  
**Master in Urban Education Policy Program**

**INTERNSHIP AGREEMENT FORM**

*Please complete, sign, and return this Internship Agreement Form to: Director of Education Outreach, Brown University, 340 Brook Street, Box 1938, Providence, Rhode Island, 02912, Tel: 401-863-6404, FAX: 401-863-1276, Email: Holly_Harriel@brown.edu.*

### Student Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>[Student Name]</td>
</tr>
<tr>
<td>Address:</td>
<td>[Student Address]</td>
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<tr>
<td>Phone:</td>
<td>[Student Phone]</td>
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<tr>
<td>Email:</td>
<td>[Student Email]</td>
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</tbody>
</table>

### Internship Organization Information

<table>
<thead>
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<th>Information</th>
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<tbody>
<tr>
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<td>[Organization Name]</td>
</tr>
<tr>
<td>Supervisor Name:</td>
<td>[Supervisor Name]</td>
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<tr>
<td>Supervisor Job Title:</td>
<td>[Supervisor Job Title]</td>
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<tr>
<td>Mailing Address:</td>
<td>[Mailing Address]</td>
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<td>Phone:</td>
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<td>Email:</td>
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<tr>
<td>Fax:</td>
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</table>

### Organization Description:

[Blank space for 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:

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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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 about 250 hours of work in the internship. This time commitment translates to 8 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 total of 250 hours of work for ____________________________ as part of the Urban Education Policy Internship Program. The duration of the internship is September to May. The internship will follow a weekly schedule or another agreed upon schedule described in Section IV of this agreement.

Organization Supervisor Signature: ____________________________ Date: ____________________________

Intern Signature: ____________________________ Date: ____________________________

UEP Supervisor Signature: ____________________________ Date: ____________________________
MIDYEAR INTERNSHIP ASSESSMENT FORM

By December, (5pm), please complete, sign, and return this Midyear Assessment Form to: Director of Education Outreach, Brown University, 131 Waterman St, Box 1938, Providence, Rhode Island, 02912, Tel: 401-863-6404, FAX: 401-863-1276, Email: uep@brown.edu.

If your supervisor has changed since signing your agreement in September, please fill in the most recent information below. If you have additional supervisors that you now report to, please also use this space to provide us with their contact information.

Important Note: UEP students please remember that both 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: _____________________________________________________
**Part II: INSTRUCTIONS TO UEP SITE SUPERVISOR**

By December, please complete both the section (A) and respond to the reflection question section (B). As well, the UEP program asks that supervisors allot at least 30 minutes with your intern to discuss the evaluation.

**Section (A)**

### Objectives

Consider the UEP Interns’ “skills and learning that will be gained” as described in his/her Internship Agreement Form or as redefined so far during the internship placement.

<table>
<thead>
<tr>
<th>Please place an “X” in one of the boxes below</th>
<th>Above expectations</th>
<th>Completely</th>
<th>Somewhat</th>
<th>Needs</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well is the UEP Intern meeting the main objectives of the internship placement?</td>
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<tr>
<td>Additional comments on student meeting the internship objectives:</td>
<td></td>
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</tbody>
</table>

### Performance

Please rate the student’s professional performance for each category below.

<table>
<thead>
<tr>
<th>Please place an “X” in one of the boxes below</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs</th>
<th>Insufficient effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational skills</td>
<td>set priorities and reasonable deadlines</td>
<td>meets timelines for deliverables</td>
<td>completes tasks on time</td>
<td>fulfills commitment to others</td>
</tr>
<tr>
<td>Communication skills</td>
<td>verbal and written</td>
<td>asks for and gives feedback</td>
<td>contributions at meetings</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Relationship with school's / organization's and/or project's stakeholders</td>
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<tr>
<td>Relationship with supervisor</td>
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<tr>
<td>Team player</td>
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</table>

**Creative thinking and initiative**

| Self-reliant |  |  |  |
| Resourceful |  |  |  |
| Flexible |  |  |  |
| Curious |  |  |  |
| Dependable |  |  |  |

**Critical and strategic thinking skills**

| Assesses information to make informed decisions |  |  |  |
| Sees the big picture and understands how actions fit into a plan |  |  |  |
| Problem solves |  |  |  |

**Technical skills** (application of skills expected of the position)

**Additional comments on student’s performance:**

---

**Section (B)**

Reflection: Supervisors, please reflect on your experience thus far with your intern. Please note both areas of strength and weakness.
Part III. INSTRUCTIONS TO UEP INTERN

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

Section (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?

<table>
<thead>
<tr>
<th>UEP Site Supervisor Signature</th>
<th>Date</th>
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<table>
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<th>UEP Intern Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>10/15/2010</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>10/15/2010</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>10/21/2010</td>
</tr>
</tbody>
</table>

Internship Site Name:
Urban Education Policy Program - Graduate Student Travel Request Form

Fill out this Graduate Student Travel Request Form describing the internship travel or professional/career development activity, giving the full name of the organization(s) sponsoring the conference. Prior approval must be obtained from the department before students commence their trips. Retroactive approval for travel expenses are not allowable. Please submit a form for each individual trip.

- UEP Student Name
- Primary Phone (X-XXX-XXXX)
- Brown Email (email@brown.edu)
- Mailing Address (Please list the address where you want the check mailed (i.e., Street Address, City, State, Zip)

- Name of Internship Site or Conference (If traveling to a conference, give the name of the sponsoring organization(s)

  Name of Organization 1; Name of Organization 2; etc.

- Purpose of trip (i.e., Fulfilling negotiated internship work activities; presenting at this professional conference; participating as professional/career development.)

- Destination (City, State Zip)

- Start date of travel (mm/dd/yyyy)

- End date of travel (mm/dd/yyyy)