



Brown University
Department of Education

Master's Program in
Urban Education Policy

Program Handbook

The UEP Handbook is for the sole purpose of guiding Brown University master's students during the program year and is not for public circulation or distribution.

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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 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.

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.

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. 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 <https://studentaid.gov/h/apply-for-aid/fafsa>. The program awards merit-based and need-based scholarships to about two-thirds of all applicants, ranging from 10-100% of tuition cost. Financial aid comes directly from the Department of Education. If you apply for the January deadline, you will be automatically considered for merit-based scholarships. Research and teaching assistantships and other work opportunities are also available to help offset the program costs.

Urban Education Fellowship

Urban Education Fellows dedicate three years of postgraduate work to the Rhode Island urban core, comprising the cities of Central Falls, Newport, Pawtucket, Providence, and Woonsocket, in exchange for full tuition forgiveness. Upon completion of the Master of Arts in Urban Education Policy program, UEF recipients are required to work for three years in a full-time position within a public sector education organization or non-profit entity in the state's urban core region. 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. 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; the UEP director will review each student's transcript to identify eligible courses. 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.

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 the UEP Director 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 UEP Program Director Emily Qazilbash for details.

International Student Work Authorization

International students require CPT work authorization before working at their fall and spring internship placements. Please contact Jessica Cho no later than July 15 to initiate the application process. Students can also reach out to Jennifer Dressen at International Student & Scholar Services.

The UEP Year

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

Required Courses

The below required courses for the UEP program 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:

<u>Course</u>	<u>Instructor(s)</u>	<u>Schedule</u>
EDUC 2320 – Quantitative Research Methods and Data Analysis	Prof. Alex Bolves	Summer
EDUC 2330 – Urban Education Policy: System and Governance	Prof. Dexter Moore, Jr.	Summer
EDUC 2360 – Policy Analysis and Program Evaluation for Education	Prof. Pierre de Galbert	Fall
EDUC 2367 – Strategic Management of School Organizations	Prof. Emily Qazilbash	Fall
EDUC 2385 – Education Inequality and Community Assets: Sociocultural Context and Change	Prof. Katie Rieser	Fall
EDUC 2390 – Race and Democracy in Urban Education Policy	Prof. Mahasan Chaney	Spring
EDUC 2350 – Economic Analysis of Education Policy	Prof. Saloni Gupta	Spring
EDUC 2380 – UEP Internship	Prof. Emily Qazilbash	Spring

Elective Course

One of the nine course credits in the program will be satisfied by an approved elective course. 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 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.

Some suggested electives during the academic year include:

<u>Course</u>	<u>Title</u>	<u>Instructor</u>
EDUC 1015	Reimagining Power: Community-Driven Evaluation and Education	Lesure
EDUC 1190	Family Engagement in Education	Yamamoto
EDUC 1289	Cross-Cultural Perspectives on Child Development	Li
EDUC 1430	Social Psychology of Race, Class, and Gender	Rangel
EDUC 1475	The Big IDEA: The Complexities of Gifted and Special Education	Cleveland
EDUC 1490	Discipline and Punish: Historical Insights on School Punishment	Chaney
POLS 1320	Urban Politics and Urban Public Policy	Orr
SOC 29600	Sociology of Race and Education	Diamond

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 the Professor of the Practice 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. Students in the extended study program may begin their internship during the summer semester of their final year (up to 80 hours), in consultation with the UEP Director and the Academic Program Manager. For more information, see the UEP Internship Handbook below.

Independent Study

With permission from the Director of the Urban Education Policy Program students may decide to elect an independent study in place of their elective. 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 EDUC 2970 Independent Study, fall semester or EDUC 2980 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 Professor of the Practice of Education supports and advises all UEP students on their internship projects. Finally, the UEP program director offers academic and professional advising to all students.

Student Emergency Funds

The School of Professional Studies (SPS) has emergency loans and grants available for students who experience urgent and critical financial needs. The application for these funds can be found in UFUNDS under "Graduate Student E-Gap Funds." The specific E-Gap form for Master's students is called "SPS E-Gap Fund for Master's and Professional Students." In addition, the department has resources that can be made available, contact the Program Director, Prof. Emily Qazilbash (emily_qazilbash@brown.edu) for further information.

Academic Policies and Procedures

Academic Policies and Procedures are consistent with those found in the [Graduate Studies 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 Code](#) and [Code of Student Conduct](#). 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.

Incompletes and Course Progression

To maintain good standing in the UEP program and successful progression through it, students must complete their coursework according to the deadlines set in each class. In rare cases, such as when a health or personal issue has impacted a student's completion of assignments, students may request and instructors may grant an "Incomplete" for a course with extra time to complete its assignments. In this event, the instructor and student must agree to a timeline and work plan for completing the coursework, and it should ordinarily not extend into the next semester. If it does, it requires the approval of the Director of UEP. However, there are two classes for which students may NOT carry an incomplete into the next semester. Students must complete EDUC 2320 in summer before enrolling in EDUC 2360 (fall) and must complete EDUC 2367 (fall) before they can enroll in EDUC 2380 (spring). Failure to submit work for an "incomplete" course as agreed with the instructor, and/or two or more "incomplete" grades, will downgrade academic standing, activating a warning and plan for improvement that will be filed with the department and university. If the plan is not followed, a warning process will be initiated in which a student will receive a letter that will be kept on file in the Graduate School Information System. This could eventually result in separation of the student from the program.

Class Attendance

Regular attendance of classes is an expectation, and many UEP classes have explicit attendance policies because of the importance of in-person learning and collaboration for the educational goals of the class. Students should follow the attendance policies expressed in each class syllabus, including the policies for notifying faculty of absences. If a student is having a health, family, or other issue that is impacting their attendance, they should proactively discuss it with their instructor(s) and the director of UEP and seek support from the department and School of Professional Studies. Patterns of extended absence in courses can impact course grades and academic standing. Faculty will report patterns of absence (three or more) to the director of UEP.

Students who do not attend class or complete work on time may fail their classes.

Academic and Work Expectations

The UEP Program is a rigorous, year-long program that requires students to invest time in their internship and coursework. The program **strongly** recommends that a student enrolled full-time in the program not work more than 10 hours a week in addition to the work in their internship. If a student has employment over 15 hours, they must file a written plan with their advisor and the program director. This plan should articulate how they will manage their time to attend classes, complete their academic work, and meet their internship requirements. The plan should also describe the support they may need. Work obligations are not a valid excuse to hand in assignments late or for missing class.

Academic Requirements Specific to the UEP Program

Students must earn a C or better in all classes.

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 Sexual Misconduct Policy](#). 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 Student Health Services](#) website.

UEP Travel Policy: Guidelines and Protocol

Qualifying UEP graduate students have access to up to a total of \$250 in financial support for participation and travel to professional and academic conferences and/or travel to their internship sites.

Approval to participate in conferences or internship opportunities shall be obtained from the UEP Director 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 Program Manager, Jessica Cho, 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 Academic Program 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.
- Reimbursement requests **MUST** be submitted within 45 days of travel, preferably within 2 weeks.

Guidelines for Travel to Conferences

- Reimbursement includes travel and lodging accommodations for the duration of a given conference; the cost of parking for a vehicle; conference fee [if applicable]; shuttle transportation to and from the airport. Reimbursement may include car rental fees and parking, but not fines.

Car

- Students driving to conference locations in a personal vehicle will be reimbursed for their car usage based on the [federally determined reimbursement rate](#). If traveling a long distance, please note that the car reimbursement total **MUST** be less than the most economical cost to fly to the location. For proof of mileage, please submit a 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 (maximum of the total UEP financial support of \$250). 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. Brown University cannot reimburse for frequent flyer miles or vouchers – only for tickets that are purchased directly by the student.

Guidelines for Travel to Internship Sites

- Reimbursement does not include food, lodging accommodations, and traffic fines.
- Reimbursement does include travel, and the cost of parking for a vehicle [if applicable].

Car, Train, Bus

- Students driving to internship locations may be reimbursed for their mileage at the Federally determined rate. Reimbursements cannot be for both fuel and mileage.
- Trips by bus or train to Boston, New York, or other internship sites must be accompanied by a receipt showing the amount paid as well as the departure and arrival destinations, dates and times.

Protocol

1. Two to three weeks prior to the travel event, the student must complete and submit the [UEP Travel Funding Request Form](#) to the Academic Program Manager. The form will be approved by the UEP Director **prior** to sending receipts for reimbursement to the Academic Program Manager. 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 UEP Director.
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 Academic Program Manager.

For any questions on the travel policy, students should refer to the [Brown University Travel Policy](#) or contact the Academic Program Manager.

Program Faculty in Urban Education Policy

(physical address for all faculty is 164 Angell Street, Providence, RI 02912)

Mahasan Chaney

Assistant Professor of Education

mahasan_chaney@brown.edu | Room 223

Mahasan Chaney is an Assistant Professor of Education. She received her Ph.D. in Education from UC Berkeley in 2019 and was later a Postdoctoral Fellow with the Center for the Study of Race and Ethnicity in America (CSREA) and the Watson Institute at Brown University. Her research and teaching focus on education policy, and the history of education and center on three related policy areas: the racial politics of education, the politics of school punishment, and the ideologies and discourses of federal education reform.

Christopher Cleveland

Assistant Professor of Education and Education Policy

christopher_cleveland@brown.edu | Room 234

Christopher Cleveland is an Assistant Professor of Education and Education Policy, holding a joint appointment in the Education Department and Annenberg Institute. His research and teaching focus on quantitative policy analysis in school finance, gifted and special education, and human capital.

Pierre de Galbert

Assistant Teaching Professor of Education

pierre_degaltbert@brown.edu | Room 236

Pierre de Galbert is a Visiting Assistant Professor at Brown University in the education department. His research focuses on language of instruction policies in low- and middle-income countries, and the

association between language policies and learning in the early years of formal school. He is particularly interested in the multi-dimensional set of factors that influence both the language policy decisions and their implementation. He is also interested in educational measurement, specifically focusing on literacy acquisition in non-dominant languages.

Andrea Flores

Associate Professor of Education

andrea_flores@brown.edu | **Room 213**

Andrea Flores is an Associate 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 "New Faces, New Challenges: Immigrant Students in U.S. Schools."

Saloni Gupta

Assistant Professor of Entrepreneurship and Education | **Room**

Saloni Gupta is an Assistant Professor of Entrepreneurship and Education. Her research lies at the intersection of education, innovation, and economic development. She studies how education systems can foster innovation, creativity, and adaptive problem-solving—the higher-order skills that drive economic opportunity in a rapidly changing labor market. Her work also examines how new technologies, teaching models, and institutional designs diffuse through education systems, and the conditions under which educational innovations successfully scale.

Matthew Kraft

Professor of Education

matthew_kraft@brown.edu | **Room 266**

Matthew Kraft is an Associate Professor of Education and Economics at Brown University, a Research Associate at the National Bureau of Economic Research, a Research Fellow with IZA – Institute of Labor Economics, and an Invited Researcher at J-PAL North America. His research focuses on two primary areas: improving the effectiveness of K-12 educators and schools, and examining how education systems can adapt to and mitigate climate change. He has published over 50 peer-reviewed articles in leading education, economics, and public policy journals on topics such as teacher hiring, professional development, evaluation, and working conditions; new approaches to interpreting effect sizes in education research; and efforts to scale school-based tutoring and mentoring programs. His research has received over \$5.8 million in grant funding from a range of federal agencies and private foundations and has been cited over 14,000 times. In 2024-2025, he served on the White House Council of Economic Advisers as a Senior Economist.

Jacques Lesure

Visiting Assistant Professor

jacques_lesure@brown.edu | **Arnold Lab**

Jacques P. Lesure is a visiting assistant professor who recently earned his PhD in Educational Policy Studies at the University of Wisconsin-Madison. His dissertation, titled "Making Extraordinary Men: Race Leadership Education in a Nonprofit Collegiate Black Male Initiative," uses critical ethnography to explore how race, gender, and politics shape nonprofit leadership training for Black men.

John Papay
Associate Professor of Education
Director of the Annenberg Institute
john_papay@brown.edu | Room 233

John Papay is an Associate 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.

Lindsay C. Page
Annenberg Associate Professor of Education Policy
lindsay_page@brown.edu | Room 237

Lindsay C. Page is the Annenberg Associate Professor of Education Policy at Brown University and is a faculty research fellow of the National Bureau of Economic Research. Her work focuses on quantitative methods and their application to questions regarding the effectiveness of educational policies and programs across the pre-school to postsecondary spectrum. Much of her work has involved large-scale experimental or quasi-experimental studies to investigate the causal effects strategies for improving students' transition to and through college. She is particularly interested in policy efforts to improve college access and success for students who would be first in their family to reach postsecondary education. She holds a doctorate in quantitative policy analysis and master's degrees in statistics and in education policy from Harvard University. She earned her bachelor's degree from Dartmouth College.

Emily Kalejs Qazilbash
Professor of the Practice of Education, Director of the UEP Program
emily_qazilbash@brown.edu | Room 264

Emily Qazilbash most recently served as Chief Human Capital Officer in the Boston Public Schools. After beginning her career as a teacher in Baltimore and Boston, she conducted research focused on issues of teacher quality and worked on issues such as educator evaluation, teachers unions, school reform efforts, and Peer Assistance and Review (PAR) programs. She holds a BA in Political and Social Thought from the University of Virginia and a masters and doctorate from the Harvard Graduate School of Education.

David Rangel
Assistant Professor of Education
david_rangel@brown.edu | Room 265

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".

Katie Rieser
Associate Teaching Professor Education, Director of Teacher Education
katherine_rieser@brown.edu | Room 215

Katie Rieser is Director of the Master of Arts in Teaching program and a Senior Lecturer in Education. Before coming to Brown, she was a lecturer in English Education at the Harvard Graduate School of Education. She spent the first decade of her career as a middle and high school teacher and dean of curriculum in Cambridge, MA. Her research connects teacher education pedagogy with anti-racist best practices in K-12 schools.

Education Department Staff

Jessica Cho, Academic Program Manager, 401-863-3943, for:

- Academic support, including registration or enrollment process/issues
- Sharing news/events specific to the MAT and UEP graduate programs
- Commencement and other program information
- General questions as you acclimate to the Brown campus
- Internship support
- First-line for student support issues and resources

Kara McCrudden, Marketing Communications and Recruitment Manager, 401-863-5775, for:

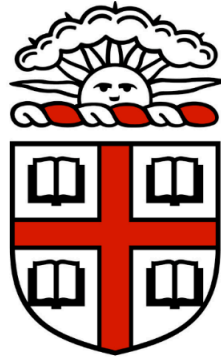
- Dissemination of events and job opportunities at and outside of the Department and Brown
- Helping to connect current students with UEP alumni
- Website, social media, and all department communications
- Supervises the program ambassadors
- Leads Graduate program recruitment efforts

Leah Meyer, Academic Department Manager, 401-863-9688, for:

- Questions about or changes to your scholarship and financial aid awards
- Most academic support in the absence of the Academic Programs Manager (see above)

Phoebe Murray, Academic Program Coordinator, 401-863-3821, for:

- Ordering food and supplies for events.
- Questions about student payroll, from applying for jobs to reporting hours worked
- Processing payroll for ambassadors, RAs, and TAs
- Reserving rooms for meetings/events



Brown University
Department of Education

Master's Program in
Urban Education Policy

Internship Handbook

Points of Contact for UEP Internship Program

Emily Kalejs Qazilbash
Professor of the Practice of Education
Director of the UEP Program
Physical Address: 164 Angell Street, Room 264
Mailing Address: Education Department
Brown University, Box 1938
Providence, RI 02912
emily_qazilbash@brown.edu

Pierre De Galbert
Assistant Teaching Professor of Education
Physical Address: 164 Angell Street, Room 236
Mailing Address: Education Department
Brown University, Box 1938
Providence, RI 02912
pierre_degalbert@brown.edu

Jessica Cho
Academic Program Manager
Physical Address: 164 Angell Street, Workspace 271-F
Mailing Address: Education Department
Brown University, Box 1938
Providence, RI 02912
jessica_cho@brown.edu
401-863-3943

Important Internship Dates

Mid-July

- UEP Cohort Internship Review Meeting – UEP Students Review UEP Internship Handbook
- Complete Internship Interest Survey & Submit Updated Resume to UEP Director and Academic Programs Manager

Late-July - Early August

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

Early/Mid-September

- First UEP Internship Organizational Meeting with the Professor of the Practice
- Submit Approved Internship Agreement Form (signed off by UEP student, Internship Site Supervisor, and UEP Director)
- Begin Internship

October - Mid-December

- Submit Mid-Year Internship Report
- Mid-Year Internship Presentations

April

- Capstone Presentation Abstract Submission
- Capstone Presentation Planning

May

- Capstone Presentations at the UEP Annual Conference
- Extended study students may reach out to the UEP director and Academic Program Manager to explore internship opportunities that could begin in the summer

Introduction

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.

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. These experiences may be as individual students or in teams of 3-5 interns working in one organization as a team.

If in a team, interns may facilitate policy design and consensus-building to advise an organization's strategic direction in a specific area; such activities may include capturing stakeholder voice, providing relevant data analyses, and bringing research evidence to the table. Or they may devise designs to solve an identified systemic challenge at their site. Each UEP student working as part of a team of UEP interns will have specific responsibilities and be in charge of a specific piece of the collective product.

The internship will have the following features:

- Skill development, through a weekly seminar, in developing and presenting a public narrative, conducting root cause analyses, analyzing theories of action and related organizational strategy, using data for policy purposes, involving stakeholders and influencing critics, communication and presentation.
- Presentations to organizational supervisors at strategic intervals to gather information and input from sites and present ideas in development to get feedback and inform future direction.
- A final Capstone consisting of a deliverable to be used by the hosting organization, a reflection about the year-long process to be submitted to the Brown supervisor, and a public presentation at the Capstone Conference.

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 Professor of the Practice as well as other UEP faculty to choose an internship site, carefully considering professional goals, interests, needs, and expectations for the 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 Professor of the Practice, which will also be reviewed by 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 fall and spring semester UEP Internship courses (EDUC 2367 and EDUC 2380) accompany the UEP internship. 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 required written updates to the Professor of the Practice
2. Internship Seminar Requirement

- a. Attendance at and participation in UEP cohort meetings, meeting expectations outlined 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 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 typically 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.

UEP students presenting at the conference are required, as part of the program requirements, to attend the full day of the UEP Annual Conference.

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 policy maker 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 recommendations 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 Professor of the Practice
- 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 signoff by the Professor of the Practice
- Develop goals and objective for his/her experience, in consultation with site and university supervisor, 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 Professor of the Practice and the UEP Director 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 Professor of the Practice by the end of January of the spring 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 2380**) is a one-credit hour course that the student registers for during the spring semester. Students receive their final grade for the Internship requirement of the UEP program at the end of the Spring Semester. The Professor of the Practice 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.

Travel to Internship sites

Refer to the UEP Travel Policy: Guidelines and Protocols in UEP handbook.

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 the 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 for the Site Supervisor / Master's Program in Urban Education Policy (UEP) Internship Request Form

Thank you for your interest in hosting one or more UEP interns for the 2026-27 school year. Below you will find some expectations and guidelines for becoming an internship supervisor, in addition to the Internship Request Form. The Internship Request Forms are encouraged to be submitted for the upcoming academic year to Emily Kalejs Qazilbash, Professor of the Practice and Interim Director of UEP, at Emily_Qazilbash@brown.edu by June 15th.

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 Professor of the Practice, Emily Kalejs Qazilbash, in January of the Spring 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 students' 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 indicate 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 the student's goals and objectives.
- Meet at least 30 minutes twice a month with student for individual supervision.
[Note: Meetings include teleconference and video conference meetings]
- Provide a written evaluation of the student's performance in January of spring semester. Evaluations are to be submitted to the Professor of the Practice.
- Maintain contact with the Professor of the Practice for assistance and consultation relating to student's progress.
- Engage in ongoing assessment of the student's performance and communicates with the Professor of the Practice about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and the Professor of the Practice, will develop a remediation plan.
- Maintain confidentiality (with the exception of the Professor of the Practice) regarding information obtained during supervision.

- Complete Internship Agreement Form (mid-September), Mid-Year Internship Assessment Form (first week of February) in a timely manner.

[Internship Request Form for Academic Year](#)

Appendix B: [UEP Internship Agreement Form](#) <--- Please fill out this Google form

Please complete and sign the Google form (link above) For reference only the questions on the form are below. If you are unable to fill out the electronic form, please contact the department.

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 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

UEP Intern Signature

Date

UEP Professor of the Practice

Date

Appendix C: [MID-YEAR INTERNSHIP ASSESSMENT FORM](#) <--- Please fill out this Google form (click link to get a copy to fill out and email to us)

Please complete, sign, and return the following sections of this Midyear Assessment Form to the Brown University Academic Program.

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 consists 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 FOR MID-YEAR EVALUATION

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)

<u>Objectives</u> 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.					
	Please place an “X” in one of the boxes below				
	Above expectations	Completely	Some what	Needs work	Not at all
How well is the UEP Intern meeting the main objectives of the internship placement?					
Additional comments on UEP Intern meeting the internship’s objectives:					

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

relationship with school's / organization's and/or project's stakeholders				
relationship with supervisor				
team player				
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 UEP Intern's performance:				

Section (B)

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