

# M.M.S. IN PUBLIC EDUCATION MANAGEMENT

The Master's in Public Education Management (TBM) is a fourteen-month program delivered through The Broad Center at the Yale School of Management (TBC at SOM) and leading to the degree of Master of Management Studies (M.M.S.). The program launched in 2022 and is designed for early- to mid-career school system leaders with extraordinary leadership potential who wish to increase their impact in key K–12 systems.

Offered in five in-person residence weeks accessible to working professionals and monthly online class sessions, the Master's in Public Education Management allows students to earn an M.M.S. while continuing to work full-time in large, urban school systems across the country. Students immediately apply practical classroom learning to their real-world work environment. Cohorts leverage the knowledge and support of their classmates, as well as SOM faculty and education practitioners, to sustain meaningful initiatives and have ongoing impact in their systems on behalf of K–12 students and communities.

## APPLICATION REQUIREMENTS

To apply to the Master's in Public Education Management, applicants must have a four-year bachelor's degree from an accredited U.S. institution or the international equivalent and must have a minimum of five years of post-graduate professional experience.

Applicants must currently be employed in an eligible public school system, including school districts, public charter management organizations, or state education agencies in the United States. Eligible school districts serve at least 15,000 students drawn primarily from historically underserved communities. Eligible public charter organizations operate a minimum of five school sites and are located in areas that would otherwise qualify under the district-size eligibility requirements. Applicants must also work in an eligible role, namely a central or network office-based role that impacts multiple schools, and must supervise at least one direct report and/or hold a role with significant time spent coordinating cross-organization projects. All students must remain in an eligible role in an eligible organization for the duration of the program.

Applicants must also complete the online application forms (including essays), provide transcripts from every college or university attended, submit two recommendations, and participate in the individual interview and final virtual interview day.

## CURRICULUM

The Master's in Public Education Management is designed for working professionals in central office roles in large, urban school systems across the United States. The program requires fourteen months of rigorous study and comprises both course work and non-course activities. Students spend five weeks in residence and meet regularly for ten additional virtual sessions during the course of the program. They also complete a capstone project. Students are required to participate in the orientation curriculum,

required pre-term work, and all other degree requirements. To learn more about the program, visit <https://som.yale.edu/tbm>.

TBM is designed to support emerging leaders in school systems in increasing their impact in their current roles and accelerating their future leadership trajectories.

The curriculum is made up of the following components:

- Coursework: 24 credit units
- Colloquia: 9 credit units
- Capstone Project: 3 credit units

Given its unique structure, courses for the Master's in Public Education Management, including the colloquia, are not open to registration for students outside of those enrolled in TBM.

### *TBM Coursework*

TBM coursework is structured around four primary curricular strands: Leadership and Navigation, Managerial Analytics, Public Policy, and Strategic Management.

**Leadership and Navigation** Courses in this strand offer tools, frameworks, and ideas that help students explore how to lead effectively and in partnership with stakeholders for sustained change. Courses may include topics such as self-awareness as a leader, ethical concerns in leadership, effective communication, and forming partnerships.

**Managerial Analytics** Courses in this strand offer tools, frameworks, and ideas that help students identify problems and evaluate choices to make decisions. Courses may include topics such as telling stories through data, assessing programs, forecasting outcomes, and optimizing time and resources.

**Public Policy** Courses in this strand offer tools, frameworks, and ideas that help students come to a broader understanding of the societal context for students' and communities' inequitable access to opportunities and outcomes. Courses may cover topics such as the policy-making process in education, systemic inequalities, and historical advocacy in public education.

**Strategic Management** Courses in this strand offer tools, frameworks, and ideas that help students understand how to manage teams and resources strategically. Courses may cover topics such as resource allocation strategies, team building, human capital strategies, and managing pushback.

In addition, TBM students will participate in a culminating course, The Executive for the Education Leader.

### *The Colloquium*

TBM includes three required colloquia courses, which focus on (1) K-12 practitioner perspectives, (2) reflection and connection, and (3) equity in theory and action. Students' grades are based on attendance, participation, and deliverables assigned by the colloquia faculty.

## *Capstone Project*

Students are required to undertake a capstone project with supervision from a Yale faculty member. The project is meant to allow students the opportunity to expand and develop their understanding of a particular challenge or question in their professional functional area and work to address the issue in their school system utilizing the concepts and tools gathered from program course work. Capstone projects are required for graduation.

## **CONTINUED ELIGIBILITY REQUIREMENTS**

Throughout the fourteen months of the program, all TBM students are required to remain employed full-time in an eligible role and an eligible organization as described below.

TBC at SOM reserves the right to revisit program eligibility and mission alignment with TBM at any point until successful program completion including, but not limited to, at times of transition such as changes in job, responsibilities, or employment status. As any change in an enrolled student's employment may impact continued eligibility for the program, students must notify TBC at SOM in advance of making any such changes.

The overarching eligibility requirements for students in the Master's in Public Education Management are as follows:

Students must continue to work in an eligible role at an eligible organization throughout their participation in the program. Eligible organizations are large, urban public-school systems including school districts, public charter management organizations, or state education agencies in the United States. Eligible school districts serve at least 15,000 students drawn primarily from historically underserved communities. Eligible public charter organizations operate a minimum of five school sites and are located in areas that would otherwise qualify under the district-size eligibility requirements. Eligible roles are central or network office-based roles that impact multiple schools and that involve supervision at least one direct report and/or significant time spent coordinating cross-organization projects.

Upon enrolling in TBM, students agree to the following:

- If a student pursues new employment opportunities either within or outside of their current organization after beginning the program, the student is expected to proactively notify TBC at SOM team of career transitions.
- Students must communicate to the director of academic and student affairs at TBC at SOM when there is a strong possibility they will be changing roles and/or changing organizations in advance of making any career changes.
- Depending on the specific circumstances, a change in role or organizational eligibility may result in a student's dismissal from the program.

## **DEGREE REQUIREMENTS**

To qualify for the M.M.S. in Public Education Management degree, a student must at all times meet the conditions to continue as a degree candidate and must meet all requirements as follows:

## *Enrollment Requirement*

A student must complete all program requirements in fourteen consecutive months, unless a student receives advance permission for a leave of absence or is remediating a failed course with permission of the faculty member and the director of academic and student affairs of TBC at SOM.

## *Number of Credit Units*

A student must achieve credit (i.e., a grade of Pass or higher) in 36 total credit units of the M.M.S. in Public Education Management required coursework (24 credit units); required colloquia (9 credit units); and required independent study capstone project (3 credit units).

## *Quality Standard*

Failure to meet the quality standard for TBM results in dismissal from the program. A student falls short of the quality standard if the student:

1. Fails to receive credit in 36 units of course work in the Master's in Public Education Management required curriculum by the end of the normal period of residency, unless an extension has been granted per the enrollment requirement above; or
2. Fails to meet the Continued Eligibility Requirements as described above.

Further information on academic grounds for dismissal, the Academic Standards Committee, and appeals of academic dismissal can be found in the chapter Rights and Responsibilities of Students.

## *Remediation of Failing Grades in Required Courses*

All TBM courses, including colloquia and the capstone project, are required. A student who fails a required course, including colloquia and the required capstone project, in the Master's in Public Education Management sequence must remediate the failing grade either by passing a proficiency examination, if offered, or through alternate activity as specified by the instructor and the director of academic and student affairs of TBC at SOM, including potentially retaking the course in the following academic year. In no case will a grade higher than Pass be recorded when a failed course is remediated. A student is required to remediate failing grades in all required courses to graduate from the program.

## **ACADEMIC POLICIES**

### *Attendance*

TBM students are expected to attend all in-person and virtual class and colloquium sessions, be on time, and be prepared to contribute. Attendance will be taken at each in-person residency and virtual session. Students who receive one or more unexcused absences may, at the discretion of the faculty, receive a final course grade of Pass or Fail. We recognize that there are times when circumstances may cause a student to miss class or a colloquium session. For example, absences due to religious observance, unplanned hospitalization, or an illness that directly affects the student or an immediate family member would be considered excused. In the case of an extended medical absence due to illness, the student must provide the director of academic and student affairs for

TBC at SOM with written confirmation of the disabling condition from a healthcare professional providing treatment. Whenever students are unable to attend class or a colloquium session, they are required to notify the director of academic and student affairs for TBC at SOM and the course instructors. If the circumstances make advance notice impossible, an email as soon as possible after the missed class is the next best alternative. Students are responsible for all missed course content, assignments, lecture notes, handouts, and other course materials. The due dates of assignments will not routinely be extended even in situations where an absence may be excused.

At the discretion of the faculty member, absence can negatively impact academic performance if a student misses more than one class session of a course, regardless of whether the absence is excused or unexcused. Several absences, regardless of whether the absence is excused or unexcused, can lead to a failing grade and in the case of failing, would require remediation.

### *Examinations*

Students are expected to take all examinations at the scheduled time and submit all take-home exams on the assigned due date. Exams may be rescheduled only in exceptional circumstances such as a religious observance, incapacitating illness, or serious family emergency. Travel arrangements, mild illness, work-related obligations, and the like are not acceptable reasons to change an exam time or miss a deadline. If there is a need to change the date or time of an exam, written approval must be obtained from the instructor prior to the date and time of the exam, unless the nature of the emergency is such that advance notice is impossible. In the case of delay due to illness, the student must provide the director of academic and student affairs for TBC at SOM with written confirmation of the disabling condition from a healthcare professional providing treatment.

### *Deadlines for Deliverables*

Students are expected to adhere to all deadlines set by faculty. A student who is not able to meet a deadline for an assignment or exam must request an extension from the instructor. If an extension is granted, the student will submit the assignment by the extension date or risk receiving a grade of Fail for the assignment/exam. The instructor will determine if a late assignment/exam will affect a student's grade. If a student fails to meet a deadline without notifying the instructor, the student will be in jeopardy of receiving a failing grade for that particular assignment/exam.

### *Incomplete Coursework*

Students are expected to complete all assignments by the deadlines established by the instructor. Marks of Incomplete are rarely approved, and only in cases where incapacitating illness or serious family emergency prevents the student from completing class work on time. A student who anticipates a problem should contact the instructor and director of academic and student affairs before the last day of class. If the Incomplete is approved, the mark must be converted to a grade no later than sixty days after the date on which grades for the class are due. If no grade has been received by that date, a grade of Fail will be recorded automatically.

## *Academic Policies during Virtual Sessions*

The Master's in Public Education Management curriculum includes ten required virtual sessions. During virtual learning, students should:

- Log in early to test their connection;
- Participate from a quiet location such as a home or office, not while on transit or in public; and
- Be fully present and engaged.

## *Grades*

Four grades are used in the TBM program: Distinction, Proficient, Pass, and Fail. The policy with respect to the reporting of grades on official transcripts is described below.

- **DI: Distinction** Reported on transcript.
- **PR: Proficient** Not reported on transcript.
- **P: Pass** Not reported on transcript.
- **F: Fail** An absolute standard. Not reported on transcript.\*

Once grades are officially recorded, they may not be changed except in cases in which a mathematical error has been made in computing the grade or a clerical error has been made in recording it. Students seeking correction to a grading error must contact the instructor within two weeks (ten working days) from the receipt of the grade.

\* F grades in TBM courses require remediation. The failed course is not reflected on the official transcript until remediated.

## *Use of Career Development Office (CDO) Resources*

The Yale SOM Career Development Office (CDO) provides general career management assistance and coaching as well as access to the Yale SOM job board to TBM students. The Career Development Office can be reached at [som.cdo@yale.edu](mailto:som.cdo@yale.edu). TBM students and alumni can access career support for education roles directly through TBC at SOM.

## HOUSING REQUIREMENTS

During the five residence weeks, accommodation will be provided for TBM students at a hotel in New Haven. Lodging will be provided Sunday–Friday night of each residence week for TBM students at no cost to the student. If travel arrangements require, TBC at SOM will cover one additional night of lodging for the Saturday night either prior to or after session, based on hotel availability. Any additional nights, parking, and incidentals will be the student's responsibility. Information on hotel room reservations will be communicated to students by the TBC at SOM team.

## RIGHTS AND RESPONSIBILITIES OF TBM STUDENTS

In general, the policies in the chapter Rights and Responsibilities of Students apply to all students, including TBM students. The following policies are specific to the TBM program.

## *Required Leave of Absence*

A student who demonstrates insufficient commitment to the program—as evidenced, for example, by an accumulation of absences, frequent tardiness on deliverables, and/or disengagement from required group work—may be required to take a leave of absence at the discretion of the director of academic and student affairs of TBC at SOM. A leave of absence is granted for one year, and the return to the program will depend on the approval of the director of academic and student affairs of TBC at SOM. For more information on policies related to leaves of absence, see Leaves of Absence in the chapter General Information.

## *Electronic Devices*

All TBM students receive a Surface Pro tablet by the start of the program. This device is the personal property of the student, and lost or stolen tablets will not be replaced. The SOM-IT webpage offers videos and instructions to help students self-configure their tablets, and SOM-IT staff are able to offer hands-on help as well. Laptops and tablets are not to be used during in-person courses or colloquia sessions unless explicitly permitted by the instructor or faculty director. Using cell phones, browsing the Internet, or reading e-mail during in-person time can distract the instructor and classmates and interrupt the learning experience. Cell phones and other electronic devices are to be turned off during class and the colloquium. See Policies on the Use of Information Technology Facilities in the chapter Rights and Responsibilities of Students for more information.

## *TBM Device Replacement Policy*

As noted, lost or stolen Surface Pro tablets will not be replaced. In the event of manufacturing defects (covered by the Microsoft one-year warranty), TBM will replace one Surface Pro per student. Students who lose or accidentally damage their Surface Pros will replace the device at the student's expense; the cost can be paid by check (upfront, before receiving the new device), or it can be added to the student's account. IT will assist with reinstalling all software that students require for their devices. TBM will be notified by IT if and when students request replacements.

## *Class Recordings*

TBM classes and colloquia are recorded with the permission of the faculty member. Recordings are posted to the class course site in Canvas. There are times when faculty will request that a session not be recorded. In such instances, students will be notified of this request through Canvas. Course videos are Yale University property and cannot be downloaded from Canvas. Use of tools or video recording platforms as a way of circumventing security measures and taking the video without permission is prohibited.

## *Academic Support and Resources*

Yale SOM provides a variety of resources to help students who are experiencing academic difficulty achieve the highest possible standard of academic excellence. For example, the school's Professional Communications Center is available to assist with written and oral communication skills. Information about the center and its services can be found on the SOM portal.

### *Honor Committee*

In instances when a TBM student is referred to the Honor Committee, there will be at least one student representative from the TBM program serving on the committee.