

## Education administration

<b>Name of an educational program</b>	Education Administration (Georgian)
<b>Qualification to be awarded:</b>	Master of Education Administration
<b>Program volume in credits</b>	120 credits
<b>Language of instruction:</b>	Georgian
<b>Prerequisite for admission to the program:</b>	<p>Students are enrolled in the master's program in accordance with the legislation of Georgia - based on the results of the common master's exams (in the cases stipulated by the law, without passing the common master's exams, see the link "Conditions of admission to the program for citizens of foreign countries" - <a href="https://iro.ibsu.edu.ge/en/home">https://iro.ibsu.edu.ge/en/home</a> ).</p> <p>A person with a bachelor's degree or equivalent academic degree can become a student of the master's program. In addition, the applicant for the program must pass the internal university exam in the specialty and English language (B2 level). Although the language of instruction in the program is Georgian, the student needs to have English language competence, because scientific literature on important issues in the field of education administration is relatively scarce;</p> <p>A person with a bachelor's degree or equivalent academic degree can become a student of the master's program. In addition, the applicant for the program must pass the internal university exam in the specialty and English language (B2 level). Although the language of instruction in the program is Georgian, it is important for the student to have English language competence, because scientific literature on important issues in the field of education administration is relatively scarce;</p>

	<p>Therefore, it is necessary that the student manages to familiarize himself with the latest material available in the English language.</p> <p>Individuals who have received a bachelor's academic degree as a result of completing an English-language educational program or have an international certificate confirming English language proficiency at the B2 level (TOEFL IBT, IELTS, FCE, CAE, and CERTUS) are exempted from taking the English language test. For more information, see IBSU.R04 Graduate Studies Regulations.</p> <p>Exams in English and specialty are distributed according to the following ratio: 70 - specialty / 30 English</p>	
<p><b>The purpose of the educational program:</b></p>	<p>The goal of the master's program in education administration is to train professionals in the field of education who possess deep systematic theoretical and practical knowledge and skills for administration (research; planning, management, evaluation, monitoring, and development of human and financial processes in the education system) and adhere to the norms of professional ethics. Also, the goal of the program is for students to be able to self- and mutual evaluation, strategic planning, and implementation of learning independently.</p>	
<p><b>Learning outcomes</b></p>	<p><b>Knowledge and understanding</b></p>	<p>Upon completion of the program, the student will be able to identify field theories, principles, practices, current changes, and difficulties:</p> <ol style="list-style-type: none"> <li>1. Description and reproduction of the system, history, theories, reforms, and professional ethics related to education and its administration;</li> <li>2. In-depth and systematic analysis of educational administration principles and successful practices;</li> <li>3. Critical understanding of the main challenges of the education system to meet the demands of society and stakeholders and to develop original ideas.</li> </ol>
	<p><b>Skills</b></p>	<ol style="list-style-type: none"> <li>4. Ability to use deep and systematic theoretical knowledge of the field while working, solving complex problems in a new way and planning and</li> </ol>

		<p>implementing projects specific to the field of education, research independently and in compliance with the principles of academic integrity;</p> <p>5. Ability to use appropriate methods in collecting, illustrating, interpreting, evaluating, preparing and presenting recommendations;</p> <p>6. Ability to formulate and argue one's opinion in a professional society, whether written or oral.</p> <p>Responsibility and autonomy:</p>
	<p><b>Responsibility and autonomy</b></p>	<p>7. Ability to self- and mutual assessment, strategic planning, modification, and implementation of independent learning.</p>
<p><b>Student Knowledge Assessment system</b></p>	<p>The purpose of assessment is to qualitatively determine the student's learning outcomes in relation to the goals and parameters of the academic program.</p> <p>Oral and/or written assessments of the student's knowledge are conducted. A hundred-point system is used to evaluate the student. Both the midterm and final exams are included in the final evaluation. The assessment includes an intermediate and final assessment, the sum of which is 100 points.</p> <p>The assessment framework allows:</p> <p>Five types of positive evaluation:</p> <ol style="list-style-type: none"> <li>1. (A) Excellent – 91-100 points;</li> <li>2. (B) very good – 81-90 points;</li> <li>3. (C) good – 71-80 points;</li> <li>4. (D) satisfactory – 61-70 points;</li> <li>5. (E) Sufficient – 51-60 points.</li> </ol> <p>Two types of negative evaluation:</p>	

	<p>1. (FX) failed with 41–50 points, indicating that the student needs to put in more effort to pass and can retake the exam once with independent study;</p> <p>2. (F) Failed – 40 points or fewer, indicating that the student’s work was insufficient and that the course/subject must be retaken.</p> <p>A minimum competency threshold is defined for midterm and final assessments. The specific share of the minimum competence limit of the final assessment does not exceed 60% of the final assessment.</p> <p>The point distribution of midterm and final assessments, their minimum competency thresholds, and assessment rubrics are spelled out in the syllabus of the relevant component.</p> <p>Credit can be awarded only after the student has achieved the learning outcomes set by the syllabus, taking into account the following essential requirements:</p> <p>A) In case of exceeding the minimum competence limit of intermediate and final evaluations;</p> <p>B) In case of obtaining at least 51 points out of the maximum 100 points of the final assessment.</p> <p>A student will be admitted to the additional exam if he/she scored 41 - 50 points out of a maximum of 100 points in the final evaluation or at least 51 points, but failed to score at least 21 points out of a maximum of 40 points in the final evaluation.</p> <p>The format and evaluation criteria of the mid-term and final assessment components are determined by the syllabus of each study course/research component/practice, taking into account their specificities and following the above criteria.</p>
<p><b>Field of employment</b></p>	<p>Administrative worker in the field of education - administrative staff of educational institutions. Graduates can be employed in governmental or non-governmental organizations and institutions that work on education issues. Also, there is the prospect of continuing studies in doctoral studies.</p>

#	Study course/module/practice/research component	Status	Number of credits	Distribution of credits for training According to courses and semesters												Distribution of hours						
				I Academic year		II Academic year		III Academic year		IV Academic year		V Academic year		VI Academic year		Contact					Independent work	Total hours
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	Lecture	Seminar/group work/practical work	Midterm exam(s)	Final exam(s)	Total contact hours		
	Learning component	Compulsory	72	31	30	29	30								164	280	16	16	476	1324	1800	
1	Education policy	Compulsory	8	8											15	13	2	2	32	168	200	
2	Legal basis of education management	Compulsory	8	8											15	13	2	2	32	168	200	
3	Research methods in education	Compulsory	8	8											16	27	2	2	47	153	200	

4	<b>Educational theories and psychology</b>	Compulsory	7	7										15	13	2	2	32	143	175
5	<b>Management of the quality of education</b>	Compulsory	8		8									28	15	2	2	47	153	200
6	<b>Leadership and change management in education</b>	Compulsory	8		8									15	13	2	2	32	168	200
7	<b>Education financing and budgeting</b>	Compulsory	8		8									15	13	2	2	32	168	200
8	<b>Management of human resources</b>	Compulsory	7		7									15	13	2	2	32	143	175
9	<b>Practice</b>	Compulsory	10		10									30	160	0	0	190	60	250
	<b>Learning component</b>	Elective	18		6	12								46	38	6	6	96	354	450
10	<b>Inclusive education</b>	Elective	6											16	12	2	2	32	118	150

<b>Strategic development in education</b>	Elective	6												115	113	2	2	32	118	150
<b>Information communication technologies in education</b>	Elective	6												115	113	2	2	32	118	150
<b>English language for academic purposes</b>	Elective	6												115	113	2	2	32	118	150
<b>School administration</b>	Elective	6												16	12	2	2	32	118	150
<b>Curriculum and assessment</b>	Elective	6												115	113	2	2	32	118	150
<b>Project management</b>	Elective	6												115	113	2	2	32	118	150
<b>Global education and the history of Georgian</b>	Elective	6												18	10	2	2	32	118	150
<b>Education Sociology</b>	Elective	6												14	14	2	2	32	118	150