

Education Administration

Name of the Educational Programme:	Education Administration
Awarded Qualification:	Master of Education in Education Administration/განათლების მაგისტრი განათლების ადმინისტრირებაში
Credit Value of the Programme:	120 ECTS
Language of Education:	English
Programme Admission Preconditions:	A student of the program can become a person with a bachelor's degree or a degree equal to it. According to Georgian law, Georgian citizens will pass Unified National exams for admission to MA, while enrollment of international students occurs according to Georgian legislation (please see the details in https://iro.ibsu.edu.ge/en/home). Besides this, all candidates must pass the University's internal exams (Specialty 60 points and English language -40 points). Those candidates who have graduated from a program with English as an instruction language will have to pass exams only in their specialty, and others will also have to pass an English exam corresponding to the B2 level (unless they possess a corresponding international certificate).
Purpose of the Programme:	The purposes of the program are a) to provide students with contemporary knowledge of education administration and to prepare qualified specialists in education administration who can be the leaders and administrators of the field according to contemporary requirements who will be able to help improve education in their countries to stimulate its development; b) to train education administrators both in general pedagogical and psychological aspects and particular issues of education administration, such as leadership in education and experience of various countries in administering the system of education; c) not only to form the corresponding field knowledge and skills that will enable them to be employed both nationally and internationally but also to develop student's study skills, learner's autonomy, to enable them to continue their education on the further (doctorate) cycle and independently. With this purpose in the educational process, students will obtain a certain amount of theoretical knowledge of the field (education administration, pedagogy, and psychology), which is offered by several courses, and will be involved in a great number of independent activities (projects, presentations, and reports); d) Among the values that program graduates will develop are interest towards

	education administration research and practical experience, and respect towards principles of humanistic and student-centered pedagogy and readiness for their dissemination.	
Learning outcome	Knowledge and understanding	<p>The graduate will have advanced and systematic knowledge of the field terminology (concepts), theories, principles, practices, current changes, and challenges:</p> <ol style="list-style-type: none"> 1. Theories in education and its administration, education history system and reform, the roles, responsibilities and benefits of educational institutions within their societies, as seen from various perspectives; 2. Guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance the quality of education; the ways that management processes can be used to set international standards, and applied to support the attainment of the strategic objectives of education institutions; 3. The key challenges that educational institutions face in supporting the development of their students and staff, and addressing the needs of their local/national communities and stakeholders
	Applying knowledge:	<p>The graduates, based on the newest theoretical knowledge, will have the ability to solve the complex practical problems in an original/innovative way and contribute to the development of education:</p> <ol style="list-style-type: none"> 4. use professional theoretical knowledge in the process of work for communication and problem-solving, as well as for continuing education; contribute to the development of a professional Community of Practice, through the sharing of ideas, outputs and activities; 5. address opportunities to improve education, based upon the sound knowledge of management principles and the application of good leadership, communication, and teamwork skills; 6. use the key tools and methods of qualitative and quantitative data collection, interpretation, and presentation; design, undertake and present

		(through dissertation or project work) a substantial piece of original projects/research on a contemporary challenge in education management
	Making Judgments	7. Graduates will have the skills of analyzing the complex situations and making conclusions and innovative decisions dealing with education management.
	Communication skills	The graduates will be able to carry out efficient communication in the professional environment: 8. The verbal (oral and written) communication skills; 9. The non-verbal communication skills and the ability to use Information Communication Technologies
	Learning skills:	The graduates will have the capacity to their education independently and carry out research in the sphere of education and its administration: 10. They will be able to do self- and peer-assessment and carry out strategic planning of independent learning; 11. They will have the ability to select, analyze, and present the relevant information for research in an efficient way, and to write, share, and present reports and other documents in a clear and academic style.
	Values	The graduates will share and disseminate the following values related to education and its administration: 12. importance of ethical issues (especially, academic honesty) in education and their adjustment to personal beliefs and values; tolerance, sensitivity and wish to understand the target and other cultures; 13. humanistic and democratic principles of education (student-centered teaching, learning autonomy) and administration; 14. respect for / interest in gaining new knowledge, implementing innovations in education
Evaluation Criteria	The goal of evaluation is to determine a student's education results qualitatively about academic program goals and parameters.	

	<p>A student may be assessed orally and in a written way. A student's knowledge and skills are assessed through a 100 points grading system. It consists of midterm and final evaluations, the sum of which makes up 100 points.</p> <p>The grading system allows:</p> <ul style="list-style-type: none"> a) five types of positive grades: <ul style="list-style-type: none"> 1) (A) Excellent – 91-100 points of assessment; 2) (B) Very good – 81-90 points of maximal assessment; 3) (C) Good - 71-80 points of maximal assessment; 4) (D) Satisfactory - 61-70 points of maximal assessment; 5) (E) Enough - 51-60 points of maximal assessment; b) two types of negative grades: <ul style="list-style-type: none"> 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work; 2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew. <p>For the midterm and final evaluations minimal passing grade is set. The final evaluation's minimal passing grade must not exceed 60% of the final evaluation grade.</p> <p>Midterm and final evaluation grade distribution, their minimal competence levels, and assessment criteria are described in the corresponding syllabus.</p> <p>A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and the following requirements:</p> <ul style="list-style-type: none"> a) Obtaining minimal competence levels set for midterm and final evaluations; b) Obtaining a minimum of 51 points out of 100 points of the final grade. <p>A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of the final grade or minimum 51 points, but did not obtain a minimum competence level set for final evaluation.</p>
<p>Field of Employment:</p>	<p>Administrative personnel in the field of education (governmental offices and NGOs dealing with education, educational institutions. Lecturers of education courses, subject teachers. Also, students can continue their studies at the doctorate level.</p>

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters												Distribution of Hours						
				I Year		II Year		III Year		IV Year		V Year		VI Year		Contact Hours					Independent work	Total number of 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 / Laboratory Work / Practical work	Midterm exam(s)	Final exam	Total number of contact hours		
	Study component	Compulsory		28	30	8								149	107	14	14	284	1366	1650		
1	Research and Study Skills in Education	Compulsory		10	10										16	27	2	2	47	203		

2	Education Administration	Compulsory		9	9											15	13	2	2	32	193	
3	Quality Assurance in Education	Compulsory		9	9											28	15	2	2	47	178	
4	Education	Compulsory	8		8											15	13	2	2	32	168	200
5	Leadership in Education	Compulsory	8		8											15	13	2	2	32	168	200
6	Education Law	Compulsory	8		8											15	13	2	2	32	168	200
7	Financial issues of education	Compulsory	6		6											15	13	2	2	32	118	150
8	Internship	Compulsory	8		8											30	0	0	0	30	170	200
	Study component	Elective				24										60	52	8	8	128	472	600
9	Education Psychology	Elective	6		6											15	13	2	2	32	118	150

10	Adult Education and Psychology	Elective													15	13	2	2	32	118	150
11	History of Education	Elective	6			6									15	13	2	2	32	118	150
12	Assessment Methods in Education	Elective	6			6									15	13	2	2	32	118	150
13	Global Education	Elective	6			6									15	13	2	2	32	118	150
14	Sociology of Education	Elective	6			6									15	13	2	2	32	118	150
15	Human Resource Management in Education	Elective	6			6									15	13	2	2	32	118	150
16	Culture and Academic Achievements in Education	Elective	6			6									15	13	2	2	32	118	150
17	Curriculum and Syllabus Development in Education	Elective	6			6									15	13	2	2	32	118	150

18	General and Vocational Education Administration and Legal Regulation	Elective	6			6									15	13	2	2	32	118	150
19	Master Thesis	Compulsory	30			30									30				30	720	750
Total															239	159	22	22	3442	2558	3000