



CATALOGUE of EDUCATIONAL PROGRAMS

Name of the Educational Programme	Higher Education Administration (delivered in English)
Programme Coordinator(s)	Natela Doghonadze, Prof., Dr. nateladoghonadze@ibsu.edu.ge 593378929
Education Cycle	Master's (Second Cycle of Higher Education)
Language of Education	English
Type of the Programme	Academic
Credit Value of the Programme	120 ECTS
Awarded Qualification	Master of Education in education administration Ganatlebis magistri ganatlebis administrirebashi
Programme Admission Precondition	Student of the program can become anyone with a bachelor degree or a degree equaled to it. According to Georgian law, Georgian citizens will pass Unified National exams for admission to MA, while international students need to have their papers approved by National Center for Educational Quality Enhancement and the Ministry of Education of Georgia. Besides this, all candidates have to pass internal exams at University. Those candidates who have graduated from a program with English as instruction language will have to pass exams only in their specialty, and others will also have to pass an English exam corresponding to B2 level (unless they possess a corresponding international certificate). Maximum number of students in a group is 15.
Purpose of the Programme	<p>The purposes of the program are:</p> <ul style="list-style-type: none"> to provide students with contemporary knowledge of higher education and its administration and to prepare qualified specialists in education administration who are able to be the leaders and administrators /managers of the field according to contemporary requirements. to train education administrators both in general pedagogical and psychological aspects and particular issues of education administration/management, such as leadership in education and experience of various countries in administering the system of higher education. to enable the graduates to fluently use English for professional communication

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	<p>(both abroad and in their own country, while dealing with international colleagues). Also to enable them to work in the administration of educational institutions and organizations dealing with managing and organizing the system of education.</p> <ul style="list-style-type: none"> not only to form the corresponding to the field knowledge, but also to develop student's study skills, in order to enable 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 (pedagogy, psychology, administration and management), which is offered by a number of courses, and will be involved in a great number of independent activities (projects, presentations, course papers). <i>among values, that program graduates will develop, are interest towards higher education administration research and practical experience, respect towards principles humanistic and student-centered pedagogy.</i>
<p>Learning Outcome</p>	<p>The students will acquire the following generic (transferrable) and field-specific competencies:</p> <p>Knowledge and understanding: advanced and systemic knowledge of the study course, which allows for the generation of new, original ideas, understanding solutions to certain problems. The graduate will have advanced and systematic knowledge of:</p> <ol style="list-style-type: none"> Terminology/concepts and theories in education sciences, education administration and related areas dealing with European Higher Education Area History, culture of education management, system of education and educational reform; the roles, responsibilities and benefits of universities within their societies, as seen from various perspectives The seminal literature on student-centered approaches to the provision and enhancement of higher education Guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance quality in European higher education The ways that management processes can be used to set standards, and applied to support the attainment of the strategic objectives of university departments and services How knowledge of ways that students learn and experience higher education can be used to improve teaching and professional practices; The key challenges that universities face in supporting the development of their students and staff, and addressing the needs of their local/national communities and stakeholders



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	<p>Applying knowledge: ability to act in a new, unpredictable and multidisciplinary environment; ability to search for new, original methods of solution for complex problems, amongst them, using the most recent methods and approaches. The graduates will have the ability to:</p> <ol style="list-style-type: none"> a) use professional terminology in the process of work, to read professional literature with deep comprehension b) contribute to the development of a professional Community of Practice, through the sharing of ideas, outputs and activities c) address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills d) solve professional problems based on the acquired theoretical knowledge e) 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 research on a contemporary challenge in higher education management <p>Making Judgments: ability to make judgments on the basis of critical analysis of complex and incomplete information (including recent researches); ability to synthesize innovatively based on recent data. Graduates will have the skills of</p> <ol style="list-style-type: none"> a) making conclusions and decisions dealing with higher education management and demonstrating self-direction and originality in it b) argumentation of one's own opinion, applying induction and deduction, analysis and synthesis, comparison and analogy c) reflecting critically upon aspects of their own professional practice, and identify opportunities for self-improvement <p>Communication skills: ability to communicate own judgments, arguments and research methods to academic and professional community in the English language, with due consideration of the academic integrity standards and recent developments in the field of information and communication technologies. Graduates will be able to</p> <ol style="list-style-type: none"> a) interact effectively within a professional group, recognizing, supporting or being proactive in leadership, negotiating in a professional context
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	<p>b) communicate effectively in a format appropriate to MA level standards and reporting practical procedures in a clear and concise manner, developing verbal and non-verbal (adequate gestures, body language and eye contact; ability to use visual aids for communication, including the application of technologies) communication</p> <p>Learning skills: ability to independently manage the learning process, to understand the specificities of the learning process and make strategic plans a high level. The graduates will be able to:</p> <p>a) gather, analyze, and present information for MA research efficiently and ethically, write, communicate and present reports and other documents in clear and scholarly styles;</p> <p>b) use digital technologies for professional purposes (in order to find research resources on the Internet and in libraries, to use such professional databases as ERIC and EBSCO, to prepare and hold effective presentations with PPP, to write the thesis)</p> <p>c) carry out self- and mutual assessment</p> <p>Values: ability to evaluate own and others' attitude towards values and contribute to the establishment of new ones. The graduates will share and disseminate the following values:</p> <p>a) importance of ethical issues in higher education and their adjustment to personal beliefs and values; tolerance, sensitivity and wish to understand the target and other cultures</p> <p>b) humanistic and democratic principles of education (student-centered teaching) and administration;</p> <p>c) respect for / interest in new knowledge, innovations in Higher Education Area</p> <p>d) the sense of autonomy</p> <p>e) academic honesty</p>
<p>Student Knowledge Evaluation System</p>	<p>The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.</p>



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	<p>Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.</p> <p>Grading system allows:</p> <p>a) five types of positive grades:</p> <ol 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; <p>b) two types of negative grades:</p> <ol 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 minimal passing grade must not exceed 60% of 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 following requirements:</p> <ol style="list-style-type: none"> a) Obtaining minimal competence levels set for midterm and final evaluations; b) Obtaining minimum 51 points out of 100 points of final grade. <p>A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.</p> <p>Assessment criteria for thesis:</p> <table border="1"> <thead> <tr> <th></th> <th>Criteria</th> <th>Maximum possible evaluation</th> <th>Given point</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Urgence</td> <td>10</td> <td></td> </tr> </tbody> </table>		Criteria	Maximum possible evaluation	Given point	1	Urgence	10	
	Criteria	Maximum possible evaluation	Given point						
1	Urgence	10							



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	2	Practical value of reasearch	10	
	3	Theoretical value	10	
	4	Novelty	10	
	5	Depth of the research material, uniqueness of the conclusions	15	
	6	Convincing research results(experiment/statistical data, arguments)	5	
	7	Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)	15	
	8	During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology.	15	
	9	Quality of audio-visual aids	10	
	Total		100	Defended / Could not deffend
Field of Employment	Administrative personnel in the field of higher education. Also, students can continue studies on the doctorate level.			