**Education Administration (delivered in English)**

Structure of the Program

Majority of courses are compulsory (60 credits). During the 3rd semester of the master program student will have compulsory internship in higher/vocational/general education institutions (6 credits). There are 9 elective courses (students should score 24 credits) to be taken. During the 4th semester s/he has to write and defend a Master’s thesis (30 credits).

Courses

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| **Courses** | **Semester** | **ECTS** |
| **Obligatory Component** | I | 60 |
| Research and Study Skills in Education | I | 10 |
| Education Administration | I | 9 |
| Quality Assurance in Education | II | 9 |
| Leadership in Education | II | 8 |
| Education | II | 8 |
| Education Law | II | 8 |
| Financial issues of education | II | 6 |
| Internship | III | 8 |
| **Elective Components** |  | 24 |
| Education Psychology | III | 6 |
| Adult Education and Psychology | III | 6 |
| History of Education | III | 6 |
| Assessment Methods in Education | III | 6 |
| Global Education | III | 6 |
| Human Resource Management in Education | III | 6 |
| Sociology of Education | III | 6 |
| Culture and Academic Achievements in Education | III | 6 |
| Curriculum and Syllabus Development in Education | III | 6 |
| General and Vocational Education Administration and Legal Regulation | III | 6 |
| **Research Component** |  | 30 |
| Master thesis | IV |  |

Learning Outcomes

* 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
* 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
* 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
* 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
* address opportunities to improve education, based upon the sound knowledge of management principles and the application of good leadership, communication and teamwork skills
* 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
* have the skills of analyzing the complex situations and making conclusions and innovative decisions dealing with education management.
* the verbal (oral and written) communication skills
* the non-verbal communication skills and the ability to use Information Communication Technologies
* to do self- and peer-assessment and carry out strategic planning of independent learning;
* ability to select, analyze, and present the relevant information for research in an efficient way, to write, share and present reports and other documents in a clear and academic style.
* 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
* humanistic and democratic principles of education (student-centered teaching, learning autonomy) and administration;
* respect for / interest in gaining new knowledge, implementing innovations in education

Assessment System

The goal of evaluation is to determine student’s education results qualitatively in relation to academic program goals and parameters. 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.

Grading system allows:

1. five types of positive grades:
2. (A) Excellent – 91-100 points of assessment;
3. (B) Very good – 81-90 points of maximal assessment;
4. (C) Good - 71-80 points of maximal assessment;
5. (D) Satisfactory - 61-70 points of maximal assessment;
6. (E) Enough - 51-60 points of maximal assessment;
7. two types of negative grades:
8. (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;
9. (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.

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.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

**Master thesis** is assessed by maximum 100 points according to the following system:

a) excelent (summa cum laude) ( 91 points or more) – an excellent thesis;

b) very good (magna cum laude) (81-90 points) – result which exceeds the defined requirements in all aspects;

c) good (cum laude) (71-80 points) - result that exceeds the defined requirements;;

d) satisfactory (bene) (61-70 points) - satisfactory thesis, that mainly meets the defined requirements;;

e) enough (rite) (51-60 points) - result, that, despite its gaps, meets the defined requirements;

f) insufficient (insufficienter) (41-50 points) - insufficient thesis, that does not meet the defined requirements due to its significant gaps - the student has a right to improve and re-defend the same thesis during the next semester period.

g) absolutely dissatisfactory (sub omni canone) (40 points or less) -result that does not meet at any requirement - the student has no right to re-defend the same

thesis.

From the above, if the master student receives “a-e” points, s/he can be awarded with Master’s academic degree, if s/he receives „f“ assessment, s/he has an opportunity to resubmit the Mater thesis next semester, while „g“ points means s/he cannot resubmit the same thesis.