

Education administration

Name of an educational program	Education Administration (Georgian)
Qualification to be awarded:	Master of Education Administration
Program volume in credits	120 credits
Language of instruction:	Georgian
Prerequisite for admission to the program:	<p>Admission to the Master's program is conducted in accordance with Georgian legislation, based on the results of the Unified National Master's Examination.</p> <p>Eligibility Criteria:</p> <ol style="list-style-type: none"> 1. Candidates must hold a Bachelor's degree or its equivalent academic qualification. 2. Prospective students are required to demonstrate English language proficiency at the B2 level (according to the Common European Framework of Reference for Languages) through a qualifying examination. <p>Although the language of instruction for the program is Georgian, it is important for students to have English language competency, since scientific literature on important issues in education administration is relatively scarce in Georgian. Therefore, it is essential for students to be able to access and understand the latest materials available in English.</p> <p>English Language Requirement Exemptions: Candidates may be exempt from the English language examination if they meet either of the following criteria:</p> <ul style="list-style-type: none"> ● Hold a Bachelor's degree obtained through an English-medium educational program ● Possess a valid international certificate demonstrating B2 level proficiency in English, including but not limited to

- TOEFL IBT-72<
- IELTS-5.5<
- Cambridge First Certificate in English (FCE)
- Cambridge Certificate in Advanced English (CAE)
- CERTUS

Order №10 of the Minister of Education and Science of Georgia (February 4, 2010) 'On the approval of transfer rules and fees from one higher education institution to other higher education institutions' - students are enrolled according to mobility procedures

For comprehensive information regarding admission procedures and requirements, please refer to the Master's Studies Regulations.

Candidate Assessment in the Field of Specialization is conducted through an interview based on the following criteria:

Interview Assessment Rubric (20 points)

1. Communication Skills

The candidate's ability to articulate ideas clearly, fluently, and confidently, both verbally and non-verbally.

5 points- Demonstrates exceptional communication abilities with sophisticated language use and compelling delivery;

4-3 points- Displays adequate communication abilities with generally clear expression;

2-1 points- Shows basic communication skills with some clarity issues

2. Knowledge of Educational Systems

The candidate's knowledge of education systems and policies.

5 points- Demonstrates extensive knowledge of educational systems with detailed understanding;

4- 3 points- Displays basic knowledge of educational systems;

2-1 points- Demonstrates insufficient knowledge

3. Motivation

The candidate's motivation to work in the education sector; enthusiasm for educational leadership

	<p>and alignment with program objectives.</p> <p>5 points- Shows exceptional motivation with clear purpose and alignment; 4 -3 points- Shows adequate motivation with some alignment; 2-1 points- Displays limited motivation with poor alignment</p> <p>4. Critical Thinking</p> <p>The candidate's ability to critically analyze situations, demonstrate independent thinking, and present well-reasoned perspectives on educational matters.</p> <p>5 points- Demonstrates exceptional critical thinking with sophisticated analysis 4 -3 points- Displays adequate critical thinking with basic analysis 2-1 points- Shows limited critical thinking with weak analysis</p>		
<p>The purpose of the educational program:</p>	<p>The Master's Program in Educational Administration aims to prepare professionals in general, vocational, and higher education fields who possess interdisciplinary, deep systematic theoretical and practical knowledge, skills (research; educational policy development, curriculum development, implementation of educational processes using digital technologies, planning, management, evaluation, monitoring and development of human and financial processes in the education system) characteristic of administration and adhere to professional ethical norms. Additionally, the program aims to enable students to conduct self- and peer assessment, independently plan and implement strategic learning, and demonstrate proficiency in correspondence, communication, and document management essential for effective educational administration.</p> <p>Upon completion, graduates will be qualified to assume leadership positions in local and international educational institutions, lead organizational change initiatives, and implement evidence-based practices to enhance educational outcomes across diverse learning environments by embracing a contemporary understanding of why and how people and systems learn.</p>		
<p>Learning outcomes</p>	<table border="1"> <tr> <td data-bbox="804 1179 1115 1357"> <p>Knowledge and understanding</p> </td> <td data-bbox="1115 1179 2047 1357"> <p>1. Describes and defines educational systems, policies, legal and financial frameworks, theories, reforms, leadership practices, quality assurance mechanisms, human resources, curriculum design, teaching approaches, and professional ethics across higher, general, and vocational educational</p> </td> </tr> </table>	<p>Knowledge and understanding</p>	<p>1. Describes and defines educational systems, policies, legal and financial frameworks, theories, reforms, leadership practices, quality assurance mechanisms, human resources, curriculum design, teaching approaches, and professional ethics across higher, general, and vocational educational</p>
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		<p>contexts through research and practice;</p> <p>2. Critically comprehends educational administration principles and their effectiveness in promoting democratic values through case studies, policy analysis, evidence-based research and practice;</p>
	Skill	<p>3. Develops innovative curriculum, teaching strategies, and assessment frameworks across higher, general, and vocational educational contexts through theoretical analysis, practical implementation, and systematic evaluation of outcomes, while adhering to established quality standards and professional guidelines;</p> <p>4. Demonstrates transformational leadership in designing and implementing innovative educational solutions to complex challenges through strategic vision-setting, stakeholder engagement, synthesis of theoretical knowledge, integration of digital technologies, and execution of research-based projects that drive institutional change while maintaining academic integrity principles;</p> <p>5. Conducts rigorous educational research by selecting appropriate methodologies, implementing systematic data collection and analysis procedures, and presenting evidence-based recommendations through scholarly communications;</p> <p>6. Communicates complex educational research and theory effectively through advanced written and oral presentations, while demonstrating proficiency in professional correspondence, communication, and document management, employing audience-appropriate strategies across academic, professional, and public contexts.</p>
	Responsibility and autonomy	<p>7. Demonstrates high competency in critical self-reflection and peer evaluation in accordance with professional ethics, while independently planning and implementing strategies for continuous professional</p>

	development and lifelong learning.
Student Knowledge Assessment system	<p>The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.</p> <p>Students 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, the sum of which makes up 100 points.</p> <p>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: 2) (B) Very good – 81-90. 3) (C) Good – 71-80: 4) (D) Satisfactory – 61-70. 5) (E) Sufficient – 51-60. b) Two types of negative grades <ul style="list-style-type: none"> 1) (FX) Fail – 41-50 , 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 and less , meaning that the work of a student is not 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 is 51% 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> <ul 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</p>

	<p>final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.</p> <p>Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.</p>
Field of employment	<p>Administrative Worker in Education - administrative personnel of educational institutions. A graduate can find employment in governmental and non-governmental organizations and institutions that work on educational issues. There is also the prospect of continuing studies in a doctoral program..</p>

#		Course / Module / Internship / Research Component	Status	Prerequisite	Credit number	Distribution of Hours											
						I Year		II Year		Contact Hours						Independent work	Total number of hours
						I Semester	II Semester	III Semester	IV Semester	Lecture	Seminar / Group Work / Laboratory Work / Practical work	Midterm exam(s)	Final exam	Total number of contact hours			
		Compulsory Component			72	30	28	14		151	153	8	6	318	1482	1800	
1	EAG101	Education Policy (Hybrid) ¹	Compulsory	N/A	8	8				14	14	0	0	28	172	200	

¹ The hybrid learning model will be implemented only upon received of renewed accreditation (estimated 2025-2026 academic year)

2	EAG102	Legal Issues in Education	Compulsory	N/A	7	7				18	10	2	2	32	143	175
3	EAG103	Research Methods in Education	Compulsory	N/A	8	8				21	21	0	0	42	158	200
4	EAG104	Education Theories and Psychology	Compulsory	N/A	7	7				13	15	2	0	30	145	175
5	EAG105	Quality Assurance in Education	Compulsory	N/A	8	8				28	14	2	2	46	154	200
6	EAG106	Leadership and Change Management in Education	Compulsory	N/A	7	7				14	14	0	0	28	147	175
7	EAG107	Finances and Budgeting in Education	Compulsory	N/A	7	7				15	13	2	2	32	143	175
8	EAG127	Human Resource Management in Education	Compulsory	N/A	6	6				14	14	0	0	28	122	150
9	EAG121	Curriculum, Teaching and Assessment Methods in Education (Hybrid)	Compulsory	EAG105	6	6				14	14	0	0	28	122	150
10	EAG109	Internship	Compulsory	All Compulsory Courses	8	8				0	24	0	0	24	176	200
Elective Component					18	18				42	42	0	0	84	366	450
11	EAG114	School Administration	Elective	N/A	6	6				14	14	0	0	28	122	150
12	EAG129	Higher Education Leadership and Administration	Elective	N/A	6	6				14	14	0	0	28	122	150
13	EAG128	Vocational Education Administration	Elective	N/A	6	6				14	14	0	0	28	122	150
14	EAG113	English for Academic Purposes	Elective	N/A	6	6				0	28	2	2	33	117	150

15	EAG122	Gender and Sexual Education	Elective	N/A	6			6		12	16	0	0	28	122	150
16	EAG123	Adult Education and Psychology	Elective	EAG104	6			6		15	13	0	0	28	122	150
17	EAG110	Inclusive and Special Education Education	Elective	EAG104	6			6		14	14	2	2	32	118	150
18	EAG118	Educational Sociology	Elective	N/A	6			6		14	14	0	0	28	122	150
19	EAG126	Educational Technologies	Elective	N/A	6			6		13	15	0	0	28	122	150
20	EAG117	Global Education and History of Georgian Education	Elective	N/A	6			6		18	10	2	2	32	118	150
21	EAG124	Developing Transferable Skills in Education	Elective	EAG121	6			6		13	15	0	0	28	122	150
22	EAG125	Organizational Behaviour in Education	Elective	N/A	6			6		15	13	0	0	28	122	150
23	EAG111	Strategic Development in Education	Elective	EAG106	6			6		15	13	0	0	28	122	150
24	EAG116	Project Management in Education	Elective	N/A	6			6		14	14	0	0	28	122	150
Research Component			Compulsory													
25	EAG120	Master Thesis	Compulsory	All Courses	30				30	0	30	0	0	30	720	750
Total					120	30	28	32	30	192	226	8	6	432	2568	3000