Education Administration

Name of the Educational Programme:	Education Administration
Awarded Qualification:	განათლების ადმინისტრირების მაგისტრი (Master of Education Administration)
Credit Value of the Programme:	120 ECTS
Language of Education:	English
Programme Admission Preconditions:	Admission to the Master's program is conducted in accordance with Georgian legislation, based on the results of the Unified National Master's Examination. International candidates may apply for admission in accordance with Georgian higher education legislation and institutional regulations. The admission process is facilitated through the International Relations Office (IRO), which provides comprehensive guidance on application procedures, documentation requirements, and visa-related matters. For detailed information regarding international student admission, including application deadlines, required documentation, and student visa procedures, please visit the International Relations Office website at https://iro.ibsu.edu.ge/admissions/. Eligibility Criteria: 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. English Language Requirement Exemptions: Candidates may be exempt from the English language examination if they meet either of the following criteria: ● 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 and alignment with program objectives. 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 4. Critical Thinking The candidate's ability to critically analyze situations, demonstrate independent thinking, and present well-reasoned perspectives on educational matters.

		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	
Purpose of the Programme:		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 English correspondence, communication, and document management essential for effective educational administration. 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.	
Learning outcome		**Knowledge and understanding**	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 contexts through research and practice; 2. Critically comprehends educational administration principles and their effectiveness in promoting democratic values through case studies, policy analysis, evidence-based research and practice;
		Skills	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;

		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; 5. Conducts rigorous educational research by selecting appropriate methodologies, implementing systematic data collection and analysis procedures, and presenting evidence-based recommendations through scholarly communications; 6. Communicates complex educational research and theory effectively through advanced written and oral presentations in English, while demonstrating proficiency in professional correspondence, communication, and document management, employing audience-appropriate strategies across academic, professional, and public contexts.
	Responsibility and autonomy	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 development and lifelong learning.
Evaluation Criteria		The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters. 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. Grading system allows: a) Five types of positive grades 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

	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. For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade is 51% of final evaluation grade. Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus. A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements: a) Obtaining minimal competence levels set for midterm and final evaluations; b) Obtaining minimum 51 points out of 100 points of final grade. 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. Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus. Evaluating Research Component Master's Thesis Assessment: The master's thesis is evaluated holistically through a final assessment that combines evaluations from the supervisor, reviewer, and committee. The supervisor evaluates with 30 points, the reviewer with 33 points, and the committee with 37 points. These assessments are summed for the final evaluation. The maximum score for the final assessment of the master's thesis is 100 points. Supervisor's Assessment Components (30 points): Actuality 4-3 points- The selected topic is actual and important. It refers to contemporary problems and challenges. The need for research is clearly formulated and explained. 2-1 points- The selected topic is actual and important, but problems and challenges are not formulated clearly. The need for research is not clearly formulated and explained. 0 point- The selected topic is not actual. Novelty

	4 points- 1) New problem is studied or/and there is an innovative approach to an already researched and studied problem; 2) Innovative conclusions or/and recommendations are provided; 3) New model or/and innovative research methodology are applied; The thesis meets with minimum two criteria from the above mentioned three criteria.
	3 points- 1) New problem is studied or/and there is an innovative approach to an already researched and studied problem; 2) Innovative conclusions or/and recommendations are provided; 3) New model or/and innovative research methodology are applied; The thesis meets with minimum one criterion from the above mentioned three criteria.
	2-1 points-1) New problem is not studied. Consequently, an innovative approach to the topic is hardly detected; 2) There are conclusions or/and recommendations provided, but there is no novelty and originality; 3) New model or/and innovative research methodology are not applied;
	0 point- There is no novelty in the thesis.
	Theoretical or/and practical value of the research
	5 points- a) The presented analysis and conclusions in the thesis are based on significant field-related theory/theories; approaches applied in previous studies have been validated or rejected.
	b) The presented materials, conclusions and recommendations determine a practical value in the thesis; Based on the research findings there is a practical recommendation applicable for stakeholders.
	4-3 points- a) The presented analysis and conclusions in the thesis are based on field-related theory/theories, but are not sufficient for a thorough analysis;
	b) The presented materials, conclusions and recommendations refer to a practical value in the thesis, but its importance for stakeholders is not clearly defined.
	2-1 points- a) The theory/theories are listed in the thesis, but there is no connection with the research goal; b) The presented materials, conclusions and recommendations do not clearly define a practical value in the thesis. Its importance for stakeholders is not defined at all.
	0 point- There is no theoretical or/and practical value of the research.
	Depth of the research material, uniqueness of the conclusions
	5 points- the presented thesis contains: 1) Critical analysis and evaluation of international and local contexts/experience regarding the topic under study; 2) Analysis and comparison of different opinions and ideas; 3) Unique conclusions.

	4-3 points- the presented thesis contains: 1) Critical analysis and evaluation of either international or local contexts/experience regarding the topic under study; 2) Different opinions and ideas are listed but not analyzed and compared; 3) Conclusions, which are not unique but analysis are detected.
	2-1 points- the presented thesis contains: 1) List of only international or local contexts/experience regarding the topic under study; 2) Different opinions and ideas are listed but not analyzed and compared; 3) Descriptive conclusions without analysis are detected.
	0 point- the above-mentioned criteria are not met by the thesis.
	Structure, Research methods and Convincing Research Results
	6-5 points- the thesis structure is logical: chapters and subchapters are related in terms of content; Logical reasoning and thorough analysis are detected. Academic language is applied. Research methods and instruments are selected properly; Research questions are formulated clearly and are in alignment with the research goal and hypothesis/argument; Focus groups are determined; The research findings are described and analyzed statistically, and are clear to the reader. Tables and figures are provided for illustration. Data is explained.
	4 points- the thesis structure is mainly logical: chapters and subchapters are related in terms of content; Analysis is scarce. Academic language is applied, but there are minor technical errors. Research methods and instruments are selected properly; Research questions are formulated, but an alignment with the research goal and hypothesis/argument is not defined clearly; Focus groups are determined; The research findings are described statistically, but analysis is scarce. Tables and figures are provided for illustration.
	3-2 points- the thesis has structure, there is no logical sequence between the subchapters in most of the cases, but they are related in terms of content; the thesis lacks logical reasoning and thorough analysis- the provided information is of a descriptive nature. A number of language and stylistic errors are present. Research methods and instruments are listed; Research questions in alignment with the research goal need to be refined. Focus groups are not determined clearly; The research findings are described statistically, but analysis is not provided. Tables and figures are provided for illustration but explained and analyzed.
	1 point- the thesis does not have a logical structure; the information is scattered and is not organized in terms of subchapters, but still it is content-wise. Many language and stylistic errors are present. There is no logical

reasoning and thorough analysis. Research methods and instruments are not selected properly; Focus groups are determined; The research findings are not described statistically, but scarce data is provided.

0 point-the above-mentioned criteria are not met by the thesis.

Relevance to the IBSU format

3 points- the thesis meets all the requirements: 1) literature contains mainly scientific textbooks and articles; minimum 20 references are applied; 2) References- sources in the text are indicated in the list of references and vice versa, sources indicated in the list of references are provided in the main body of the text; 3) References follow APA 7 style; 4) Font is Times New Roman, size 12 (titles- 14, subtitles 13), 1,5 intervals between the paragraphs, top-bottom margins 2,5 sm, left 3,5 cm, right - 1,5 sm. 5) the thesis contains 60-70 pages.

2-1 points- 1) literature contains mainly scientific textbooks and articles; less than 20 references are applied; 2) References- all the sources in the text are not indicated in the list of references and vice versa, all the sources indicated in the list of references are not provided in the main body of the text; 3) References follow APA 7 style, but there are some inaccuracies; 4) Technical improvements are required in terms of the format. 5) The thesis contains less than 60 pages (exceeds 10%).

0 point-the above-mentioned criteria are not met by the thesis.

Collaboration with the supervisor

3 points- the student was actively involved in a working process with the supervisor. Face-to-face and/or online consultations were held on a regular basis. The student took the supervisor's recommendations into account and at the same time was granted the opportunity to express his/her own ideas. The student was open to any constructive feedback from the supervisor. The student nailed all the deadlines set by the supervisor and sent all the assignments in a timely manner.

2-1 points- the student missed the consultations with the supervisor and was not active in collaboration. The student took the majority of the supervisor's written recommendations into account. The student did not nail the deadlines set by the supervisor and did not send the assignments in a timely manner.

0 point- student did not collaborate with the supervisor.

The assessmentr rubrics for 1. Actuality, 2. Novelty, 3. Theoretical or/and practical value of the research, 4. Depth of the research material, uniqueness of the conclusions, 5. Structure, Research Methods and Convincing

Research Results, 6. Relevance to the IBSU format, are similar. See the rubrics below for different assessment components.

Reviewer's Assessment Components (33 points):

- Actuality - 4 points / minimum 1 point
- Novelty - 4 points / minimum 1 point
- Theoretical or/and practical value of the research - 5 points / minimum 1 point
- Depth of the research material, uniqueness of the conclusions - 5 points / minimum 1 point
- Structure, Research Methods and Convincing Research Results - 6 points / minimum 1 point
- Relevance to the IBSU format - 3 points / minimum 1 point
- During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology - 6 points

6 points- the student replies to all the questions and justifies his/her argumentations; His/her analyses are logical and terminology is appropriate.

5 points- the student doesn't reply to only one question, but while responding to other questions s/he justifies argumentations; His/her analyses are logical and terminology is appropriate.

4-3 points- the student's replies are general to all the questions and lack justifications and argumentation. Terminology is appropriate.

2-1 points- the student doesn't reply to more than two questions; S/he lacks justifications and argumentation. There is no consistency in terms of using proper terminology.

 0 point- the student did not respond to the questions.

Committee's Assessment Components (37 points):

- Relevance - 4 points / minimum 1 point
- Innovation - 4 points / minimum 1 point
- Theoretical or/and practical value of the research - 5 points / minimum 1 point
- Depth of the research material, uniqueness of the conclusions - 5 points / minimum 1 point
- Structure, Research Methods and Convincing Research Results - 6 points / minimum 1 point
- Presentation during the defense- 7 points

7 points- the student's presentation meets all the requirements: 1). speech is fluent; 2) addresses the audience, and maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is

	prepared in an academic manner: academic color, background, font, and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. 6 points- the student's presentation meets six out of these requirements: 1). speech is fluent; 2) addresses the audience, and maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font, and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. 5 points- the student's presentation meets five out of these requirements: 1). speech is fluent; 2) addresses the audience, maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. 4 points- the student's presentation meets four out of these requirements: 1). speech is fluent; 2) addresses the audience, maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. 3 points- the student's presentation meets three out of these requirements: 1). speech is fluent; 2) addresses the audience, maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. 2 points- the student's presentation meets two out of these requirements: 1). speech is fluent; 2) addresses the audience, maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached.

	1 point- the student's presentation meets one out of these requirements: 1). speech is fluent; 2) addresses the audience, maintains eye contact; 3) applies to academic language; 4) argumentation is logical; 5) presentation is prepared in an academic manner: academic color, background, font and visualization; 6) presentation structure is logical and reflects the main content and research findings of the thesis; 7) presentation has a list of references attached. · During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology - 6 points Artificial Intelligence Usage Policy Artificial Intelligence Usage Policy for MA Program Courses: The program recognizes the role of artificial intelligence tools in academic research while maintaining strict academic standards. Students are allowed to use artificial intelligence tools for specific support functions (reference management, proofreading, and research question refinement). Productivity enhancement through artificial intelligence is acceptable for tasks such as meeting summaries, project planning, strategic plan refinenement and administrative documentation. However, students must explicitly disclose all artificial intelligence tool usage in their work by citing the tools used and maintaining detailed logs of significant AI interactions. Strictly prohibited are: generating original research findings, submitting AI-generated content as original work, creating literature review content without verification, developing theoretical frameworks, or generating research questions. Students must independently verify all AI-generated information and maintain original copies of AI interactions. For assessment purposes, appropriate use of AI tools, original critical thinking, independent research capability, and proper documentation of AI assistance will be evaluated. Violation of this policy is considered academic misconduct. Students are recommended to discuss the use of artificial intelligence tools with their lecturers and supervisors.
Field of Employment:	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.

#	Course / Module / Internship / Research Component	Status	Prerequisite	Credit number	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	Independent work	Total number of hours
					I Year		II Year		Contact Hours						
Compulsory Component				72	30	28	14		147	157	8	6	318	1482	1800
1	EAD136 Education Policy (Hybrid)	Compulsory	N/A	8	8				14	14	0	0	28	172	200
2	EAD124 Legal Issues in Education	Compulsory	N/A	7	7				18	10	2	2	32	143	175
3	EAD137 Research Methods in Education	Compulsory	N/A	8	8				14	28	0	0	42	158	200
4	EAD123 Education Theories and Psychology	Compulsory	N/A	7	7				13	15	2	0	30	145	175
5	EAD135 Quality Assurance in Education	Compulsory	N/A	8		8			28	14	2	2	46	154	200

No.	Course	Type	Prerequisite											
6	EAD139 Leadership and Change Management in Education	Compulsory	N/A	7	7			14	14	0	0	28	147	175
7	EAD128 Finances and Budgeting in Education	Compulsory	N/A	7	7			14	14	2	2	32	143	175
8	EAD115 Human Resource Management in Education	Compulsory	N/A	6	6			14	14	0	0	28	122	150
9	EAD125 Curriculum, Teaching and Assessment Methods in Education (Hybrid)	Compulsory	Quality Assurance in Education	6		6		18	10	0	0	28	122	150
10	EAD108 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	EAD127 School Administration	Elective	N/A	6				14	14	0	0	28	122	150
12	EAD131 Higher Education Leadership and Administration	Elective	N/A	6				14	14	0	0	28	122	150
13	EAD130 Vocational Education Administration	Elective	N/A	6				14	14	0	0	28	122	150
14	EAD138 Gender, Health and Personal Safety Education	Elective	EAD123	6				12	16	0	0	28	122	150
15	EAD134 Adult Education and Psychology	Elective	EAD123	6				14	14	0	0	28	122	150
16	EAD132 Inclusive and Special Education Education	Elective	EAD123	6				14	14	2	2	32	118	150
17	EAD140 Educational Sociology	Elective	N/A	6				14	14	0	0	28	122	150
18	EAD129 Educational Technologies	Elective	N/A	6				13	15	0	0	28	122	150
19	EAD113 Global Education	Elective	N/A	6				14	14	0	0	28	122	150
20	EAD121 Developing Transferable Skills in Education	Elective	EAD125	6				13	15	0	0	28	122	150

21	EAD120 Organizational Behaviour in Education	Elective	N/A	6					15	13	0	0	28	122	150
22	EAD119 Strategic Development in Education	Elective	EAD139	6					15	13	0	0	28	122	150
23	EAD133 Project Management in Education	Elective	N/A	6					14	14	0	0	28	122	150
Research Component		Compulsory													
24	EAD118 Master Thesis	Compulsory	All Compulsory Courses	30				30	0	30	0	0	30	720	750
Total				120	30	28	32	30	189	229	8	6	432	2568	3000