



IBSU

CATALOGUE OF MASTERS PROGRAMMES

CATALOGUE OF MASTERS PROGRAMMES
(English Languages)

2022

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About International Black Sea University

The International Black Sea University (IBSU) has been engaged in educational and scientific activities since 1995. The university is the first English-language educational institution in Georgia, which provides programs in both English and Georgian languages at all three levels of education.

More than 200 local and invited professors from different countries provide a high level of education at the university. International Black Sea University offers many opportunities to students. Namely: diverse public lectures, discussions with experts in various fields, participation in local and international conferences, mock trials, access to more than 25,000 books in the library and constantly updated electronic literature, involvement in more than 30 different clubs; Participation in various sports tournaments, opportunity of training in the gym, basketball court, open and closed stadiums, excursions, picnics, hiking and other extracurricular activities.

More than 4,500 graduates of the International Black Sea University hold an high education diploma issued by the university. IBSU students actively benefit from exchange programs. The university has signed 70 memorandums with educational institutions of 24 countries. IBSU is involved in Erasmus+ and DAAD projects.

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Please see the contact information in the section of a program

<https://ibsu.edu.ge/en/masters/>

Marketing

Name of the Educational Program: Marketing

Awarded Qualification: Master of Business Administration in Marketing

Credit Value of the Programme: 122 ESET Credit

Language of Education: English

Programme Admission Precondition

A person can become a student of a Master program if he/she has a bachelor or equivalent degree. Student enrollment is conducted according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law), for foreign applicants admission criteria is available at – <https://iro.ibsu.edu.ge/en/home>)

In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level and holds an international certificates is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION or/and Appendix 1.1.

Internal Exams points in Specialty and English Language are distributed in accordance with the following coefficient: 60% -40% respectively.

Programme Learning Outcomes

After completing the Master of Business Administration in Marketing, the Graduate of the program has the following field related and general transferable skills:

1. has the ability to identify problems of a company on the basis of his / her knowledge, determine the market share of an organization, marketing value of its products and services and analyze the entire business sector and market.
2. Divide and compare quantitative characteristics of consumer markets into consumer segments, categories, clusters, identify customer motivation, conduct quantitative and qualitative research and increase sustainability of an organization with the right strategic decision.
3. knows how to implement innovation using the knowledge gained, critical understanding of the latest advances in business administration and marketing and implements the right creative thinking.
4. Organize market and business research in an unfamiliar and multidisciplinary market environment and find new, original ways of doing strategic marketing planning, branding / rebranding and customer positioning.

5. Critical analysis of complex or incomplete business information, including critical analysis of consumer subconsciousness based on up-to-date research and surveys.
6. Providing accurate and timely information regarding marketing activities to be conducted or already carried out.
7. Professional responsibility towards the customer, company, implementing projects, products and services.
8. Professional responsibility of updating and maintaining marketing knowledge throughout the lifetime.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The learning components of the program are implemented using the following teaching / learning methods:

- **Lecture** - basic theoretical materials, concepts, etc. discussed with an active student engagement. It is mainly focused on a thorough study of scientific theories and approaches of the study material. In-depth analysis of topics with the use of brainstorm and various interactive techniques to engage students actively in discussions, clear imagination and understanding of topics examined.
- **Teamwork** - Teamwork develops the knowledge and skills to plan and deliver specific tasks in a collaborative environment. While working in a group, case studies, quizzes, exercises are conducted, examples are discussed to help students develop group problem-solving skills, which in turn builds and develops teamwork skills, considering / sharing others and mastering correct communication competencies.
- **Practical / laboratory work** - in-depth analysis of relevant examples, case studies and video review of the activities, finding ways of solutions, which provides students with skills of using acquired knowledge in practice and the development of creative and analytical thinking.
- **Seminar** - The purpose of the seminar is to give students a real opportunity of better understanding and analyzing the issues and topics they have during the lectures. Seminar is a means of transferring knowledge, during which discussions are held, conclusions are drawn and the lecturer coordinates the process in a deliberate way. Seminar work is carried out in parallel with the transferring of lecture material.
- **Independent work** - Independent work can enhance and deepen the knowledge acquired during the lecture. Independent work involves finding, reading, comprehending and studying material using guides or other sources of information, as well as doing homework during the lecture. All of this fosters an interest towards the topics, desire to study the issues independently which can stimulate independent thinking, analysis and conclusions.

These learning / teaching methods are implemented using the following activities:

- **Presentation (by the lecturer)** - means the narration and conversation in which information is transmitted from teacher to student. In this process, the lecturer delivers materials through words, explains the teaching material and students actively perceive and absorb it through reading, remembering and understanding. It is important to ensure that the lecturer has a correct understanding of the information. Additional instructions may be provided if necessary. The lecturer gives specific examples and detailed explanations.

- **Demonstration** - Visual presentation of information during demonstration. It is quite effective in terms of achieving results as it takes into account different types of student interests. In most cases it is best to deliver the material simultaneously by audio and visual aids. Teaching material can be demonstrated by both – a teacher and a student. This method helps us to identify different levels of perception of the learning material, to specify what students will do independently; At the same time, this strategy visually illustrates the essence of the topic / problem.
- **Induction** - The main purpose of induction is to identify and formulate general principles or bases by which a student can discuss processes and explain events based on generalization of specific facts and cases. In the process of learning, the mental activity is directed from specific aspects towards generalized ones.
- **Deduction** - a traditional teaching-learning approach when the lecturer is the main source of information and under his guidance students are introduced to general theories; As a result, through logic and analysis they seek to find concrete examples, acquire knowledge, and develop relevant skills. Deduction defines any form of knowledge transfer that is a logical process of discovering new knowledge based on general approaches. The process proceeds from general to concrete.
- **Analysis** - Many of the scientific disciplines in the modern world have become complex; Accordingly, courses that study them also require complex approaches. The method of analysis helps to break down the material into both multidisciplinary and interdisciplinary courses. This approach makes it possible to divide the study into separate aspects; this simplifies the detailed coverage of specific issues within the complex problem.
- **Synthesis** - its purpose is to form a single whole approach by grouping of separate issues. This method helps to perceive the problem as a whole.
- **Case Study** – Active situational analysis which provides students with the opportunity to study the essence of the topic discussed, analyze possible approaches and means of problem solving, identify, select, and substantiate specific strategies of action by examining real-life case studies, find out goals and expected results. The "case" is a context and it is itself a tool that enables students to apply the knowledge gained during a particular course to a practice, that is, to the real-world situations.
- **Brain storming** - It is the formation of many different opinions regarding a particular issue. It promotes a creative approach when students try to perceive and discuss issues in a comprehensive way. This approach ensures maximum involvement of each team member in the learning process. It is particularly effective in the context of multiple groups.
- **Discussion / debate** - one of the most common tools of interactive learning. The discussion process dramatically enhances the quality and activity of student engagement. In the course of the discussion different opinions are examined and the process is not limited to asking questions to the teacher. The ultimate goal is also to find a common ground. This method develops the student's ability to reason and elaboration.
- **Simulation, role-playing and situational games** - a type of activity that includes business (role-playing) games, didactic or educational games, game situations (situational games), gaming techniques and procedures. Games based on a pre-designed scenario allow students to look at

issues from different perspectives. It helps them to form an alternative viewpoint. These games also develop the student's ability to express and defend their opinions independently.

- **Project** - is a set of learning-cognitive tools that enable problem solving in the context of the student's independent activities and the necessary presentation of results. Teaching this method increases students' motivation and responsibility. Project work involves planning, research and presenting of results according to the chosen topic. The project will be considered implemented if its results are presented in a visible, convincing and concrete manner. It can be performed individually, in pairs or in groups. After completion, the project will be presented to a wider audience.
- **Presentation (by student / student)** - Considering the development of modern technologies, presentation is one of the most interactive and most effective approaches. It is a set of learning-cognitive tools that enable problem solving in the context of independent student performance and presentation of results. It enhances students' motivation towards independent work, as well as develops specific skills - planning, conducting research, and presenting data or arguments in a convincing manner. It also develops the ability to work individually or in groups.
- **E-learning** - involves teaching and learning by using the Internet and multimedia. It covers all the components of the teaching process that are delivered through the Internet and specific multimedia tools.
- **Task Solving** - gradual study of theoretical material through solving specific tasks which is the basis for developing the skills in order to use the theoretical material independently. During practical classes the teacher focuses on the problem-solving methodology, the use of appropriate techniques in calculations.
- **Teamwork** - involves grouping students and giving them instructional assignments. Members of groups work individually on topics and share their views with the rest of the group. Depending on the task set out, it is possible to redistribute functions among members during the group work. This strategy ensures maximum involvement of all students in the learning process.
- **Individual work** - Working individually on the activities specified in the learning process and on assignments in the learning process.
- **Work on Books** - A learning / teaching tool actively used in the learning process where the student works on the material provided in the literature and other sources.

Student Knowledge Evaluation System

The purpose of assessment is to qualitatively determine student learning outcomes in relation to the goals and parameters of the academic program.

Assessment of student knowledge is done orally and / or in written form. Maximum grade for the course / component is 100 points. The assessment implies an intermediate and final assessment of totally 100 points.

Assessment system comprises of:

Five types of positive assessment

- (A) Excellent - 91 - 100 points;
- (B) Very good - 81 - 90 points;
- (C) 71 - 80 Good - 71 - 80 points;
- (D) Satisfactory - 61 - 70 points;

(E) Sufficient - 51 - 60 points.

Two types of negative assessment

(FX) Could not pass - 41 - 50 points, which means that the student needs to work more to pass and is allowed to take an additional exam once;

(F) Failed - 40 and less points, which means that the student's work is not sufficient and the subject has to be re-taken.

The margin of competence is set for midterm and final assessments. The minimum share of the final competence assessment margin shall not exceed 60% of the final assessment.

Score distribution of midterm and final grades, their minimum competence margins and evaluation rubrics are listed in the relevant component syllabus.

Credit can only be obtained after the student has achieved the syllabus learning outcomes, considering the following requirements:

a) In case of exceeding the minimum competence limit of midterm and final assessments;

b) In case of accumulating at least 51 points out of maximum 100 points.

The student can be admitted to the additional examination if he / she has scored 41-50 out of maximum 100 points or at least 51 points, but has not exceeded the minimum competency limit set for the final exam.

The format of midterm and final assessment components and the evaluation criteria are determined according to each syllabus / research component / practice syllabus, taking into account their specificity and following the criteria provided above.

Research component evaluation:

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Also, specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.

The evaluation criteria for the master thesis are:

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU.R4.F5b), a reviewer (IBSU.R4.F4b) and a public defense commission evaluation points (IBSU.R4.F1), 30/33/37 points respectively.

Master Thesis is evaluated by maximum 100 points.

Field of Employment

With the help of acquired multilateral sectoral and general (transferable) skills of the Marketing Masters Program, graduates can be employed in the private and public sectors, in the existing business structures outside and within Georgia, companies and corporations, especially in marketing and sales departments, as well as research and development (Research & Development), in front and back offices. Besides, master's graduates can be employed by state organizations and public organizations where they can carry out business planning, management and work / operational issues, as well as

facilitating the exchange of services among corporations and individuals, research issues such as consumer behavior and demands, business development and planning.

Graduate can be employed in the marketing departments of non-governmental and non-profit organizations and work in the marketing direction of those organizations. Graduates will be aware of the activities and functioning of institutions and organizations in the planning, management and work / operational issues and facilitating the exchange of services among corporations and individuals, as well as study consumer behavior and their demands.



Management

Name of the Educational Program: Management

Awarded Qualification: Master of Business Administration in Management

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition

A person can become a student of Master program if he/she has a bachelor or equivalent degree.

Student enrollment is conducted according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law), for foreign applicants admission criteria is available at –<https://iro.ibsu.edu.ge/en/home>

In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level and holds an international certificates is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION or/and Appendix 1.1.

Internal Exams points in Specialty and English Language are distributed in accordance with the following coefficient: 60% -40% respectively.

Programme Learning Outcomes:

Knowledge and understanding

1. Explains in depth theories of strategic planning, implementation and control mechanisms of the company, human resources, production process management, strategic marketing, financing theories, models and tools for effective decision making and business opportunities in a complex business environment;
2. Identifies complex problems in all functional areas of business and describes in-depth research methods and statistical data processing models to determine the cause-and-effect relationship between the given problems.

Skills

3. Based on the strategic analysis of a separate line in the company's value chain, identifies the company's functional areas and interdependences between them (procurement, production, logistics, marketing, finance, human resource management); Evaluates the position of strategic business units in the market and prepares a strategic plan for their development.

4. Based on the market demand analysis, prepares proposals on the company's operations and business management capacity in the strategic development of the company's capacity measurement on the basis of design alternatives, streamlining business processes to integrate and coordinate, preparing projects, assessing the risks of individual projects, budget planning, developing product and service quality and personnel productivity control mechanisms;
5. Establishes a vision for the long-term development of the organization and plans a human resource development strategy to achieve the company's goals, assesses labor productivity, prepares a plan for labor remuneration and compensation, introduces teamwork and employee motivation principles. Provides effective mechanism for managing conflict situations and proves the importance of professional standards in order to increase the long-term value of stakeholders in the organization.
6. Creates a flexible mechanism for making decisions and controlling conflicts of interest in the organization while developing an effective accounting and budgeting system.
7. Through the implementation of marketing auditing and key aspects of strategic analysis plans the process of value creation. Analyzes customer factors and competitors' actions; Based on the appraisal and forecasting of the attractiveness of segments, identifies the target segment and prepares positioning strategy and plans marketing strategy elements.
8. Integrates quantitative and qualitative research processes and methods in the field of management to identify problems, analyzing, formulating recommendations and solving complex management problems; Demonstrates critical and analytical thinking skills in all functional areas of business, both in local and global contexts, through the processing of information and the study of innovative synthesis, projects and specific cases.

Responsibility and autonomy

9. Modifies modern aspects of management and prepares proposals in a complex and multidisciplinary learning environment, takes responsibility for managing professional knowledge, organizes self-directed learning.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Learning components provided by the program are implemented by using the following teaching / learning methods:

- **Lecture** - Basic theoretical material, concepts, etc. Discussion with active student engagement. It focuses mainly on a thorough study of scientific theories and approaches related with the study material. In-depth coverage of issues, during which students are actively involved in discussions, clear imagination and clarification of topics, using brain storming and various interactive methods.
- **Working in groups** - group work develops the knowledge and skills of planning and realizing specific tasks in a collaborative environment. Discussing cases, quizzes, exercises, examples, whereby students acquire problem-solving skills which in turn ensure the development of teamwork skills, consideration / sharing of other people's opinions and mastering proper communication competencies.
- **Practical / laboratory work** - in-depth focus on issues by working on relevant examples, analysis

(case studies) and video review of the offered solutions, the ways of solution which provides students with practical knowledge and skills and strengthening the development of creative and analytical thinking.

- **Seminar** - The purpose of the seminar is to give students a real opportunity to better understand and analyze issues and topics discussed during the lecture. A seminar is a means of transferring knowledge, during which a discussion is held, conclusions are made and the lecturer coordinates the process of knowledge transmission. Seminar work is conducted according to needs, following the transmission of lecture material.
- **Independent work** - With the independent work it is possible to strengthen and deepen the knowledge acquired during the lecture. Independent work involves finding, reading, comprehending and studying material using textbooks or other sources of information, as well as completing homework assignments during the lecture. All of this helps to stimulate interest in the issues, the desire to study topics independently, which is a way to stimulate independent thinking, analysis and drawing relevant conclusions.

Student Knowledge Evaluation System

The purpose of assessment is to qualitatively determine student learning outcomes in relation to the goals and parameters of the academic program.

Assessment of student knowledge is done orally and / or in written form. Maximum grade for the course / component is 100 points. The assessment implies an intermediate and final assessment of totally 100 points.

Assessment system comprises of:

Five types of positive assesment

- (A) excellent - 91 - 100 points;
- (B) Very good - 81 - 90 points;
- (C) Good - 71 - 80 points;
- (D) Satisfactory - 61 - 70 points;
- (E) Sufficient - 51 - 60 points.

Two types of negative assesment

- (FX) Could not pass - 41 - 50 points, which means that the student needs to work more to pass and is allowed to take an additional exam once;
- (F) Failed - 40 and less points, which means that the student's work is not sufficient and the subject has to be re-taken.

The margin of competence is set for midterm and final assessments. The minimum share of the final competence assessment margin shall not exceed 60% of the final assessment.

Score distribution of midterm and final grades, their minimum competence margins and evaluation rubrics are listed in the relevant component syllabus.

Credit can only be obtained after the student has achieved the syllabus learning outcomes, considering the following requirements:

- a) In case of exceeding the minimum competence limit of midterm and final assessments;
- b) In case of accumulating at least 51 points out of maximum 100 points.

The student can be admitted to the additional examination if he / she has scored 41-50 out of maximum 100 points or at least 51 points, but has not exceeded the minimum competency limit set for the final exam.

The format of midterm and final assessment components and the evaluation criteria are determined according to each syllabus / research component / practice syllabus, taking into account their specificity and following the criteria provided above.

Research Component (Master Thesis) Evaluation:

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Also, specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU_R04F05.b.);, a reviewer (IBSU_R04F04.b.) and a public defense commission evaluation (IBSU_R04F01.), 30/33/37 points respectively.

Master Thesis is evaluated by maximum 100 points.

Field of Employment

Knowledge gained through Master Program in Management and multilateral sectoral and general (transferable) skills enables program graduates to be employed in private, public and international organisations, research institutions, non-governmental organizations etc. at different middle and top level managerial positions.

Graduates can continue their studies not only in management, but also in a broader field of economics and business administration, taking into account the prerequisites for admission to the relevant doctoral programs.

Finance

Name of the Educational Program: Finance

Awarded Qualification: Master of Business Administration in Finances

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition

Student enrollment is made according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law) for foreign applicants admission criteria is available at –<https://iro.ibsu.edu.ge/en/home>

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level, is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION or/and Appendix 1.1.

Exams in English and Specialty are distributed in accordance with the following coefficient: 40% -60% respectively. Exam in the professional subject will be conducted in a written form.

Programme Learning Outcomes

Graduates of Business Administration in Finance program, as a leaders organize the Organizational Structure of the Business Finance Management System, establish an organizational culture related to financial management, and seek to resolve strategic goals and objectives; Objective assessment of the results of their own and others 'work, making rational decisions, motivating and stimulating positive goals; It has full information and is free to make a decision, psychologically prepared to work in a rapidly changing environment; Focused on the process, dynamic and unexpected situations takes optimal decisions and minimizes the risk of uncertainty.

Knowledge and understanding

The graduate knows:

- Modern Concepts and Methods of Business and Economics Management
- Quantitative Analysis and Evaluation Methods; Decision Making principles and methods.
- Modern Professional writing methods
- Modern Methodology and practical Methods of the Qualitative and Quantitative research in Business;

- Financial resource management system; The peculiarities of the financial system and the theory of financial markets; Risk management; Financial intermediaries as a financial system; Capital Cost and Capital Structure Management; State finances as part of the financial system and its management.
- Principles of operation of the currency market and risk management; International Currency Trade; Methods of formation and management of currency rates; World Financial Market Trends.
- Theoretical-methodological basis for investment research; Financial support of the investment process; The essence of investment project and its analysis; Analysis and evaluation of cash flows of investment projects.
- Principles of Corporate Governance in Financial Institutions; Internal corporate documents; Effectiveness and functionality of the Supervisory Board; Independent Director of the Institute; Shareholders and stakeholders' rights.
- Modern models and methods, techniques and technologies for identifying, analyzing and evaluating the main problems in the modern financial system; The modern mechanism for the reorganization of business processes of financial institutions.

The graduate acknowledges:

- The role of business administration in business management; The role of analysis and management in business development;
- The role of financial management in financial resources management; The importance and methods of regulating financial infrastructure and financial system; The role of financial reporting as an important means of regulation and forecasts; The role of finance in the development of international economic relations.
- role of international currency market management; International Monetary Trade and Interrogation Methods; The peculiarities of the work of the leading financial markets of the world; The essence of international finance relations and the importance of integrating Georgia into this system.
- Importance of assessment and analysis of investment project; Objectives and Methods for Creating a Business Plan; Role of business plan in investment projects The importance of the use of different methods of analyzing the effectiveness of the investment project.

Applying Knowledge

Graduate can:

- Use of Business Measurement, Business Assessment and Analysis Methods in evaluating and planning practical business development;
- Use methods of Identification and characterization of the financial system; Distribution of monetary means and assessment of factors affecting interest rates; Exposure and evaluation of risks during economic decisions; Determination of capital price and management of capital structure; Characterization and management of state finances as part of a financial system; Utilization of financial mechanisms of anti-crisis management; Characterization of financial infrastructure and participation in regulation of financial system.
- Use the currency rules and trade technologies; Work on currency markets; Apply the macroeconomic model of currency formation and management.
- Develop the description of the business plan's role in justifying investment projects; Developing and implementing the problems of solving problems in financial activities;
- Provide the Reasonable management of financial risks; Transfer theoretical concepts into professional activities; Planning budget revenues and assessing the role of taxes in their formation; Calculation of tax cargo and its optimization.
- Find and Analyze professional literature, Prepare the professional paper

Making Judgments

The graduate has:

- Ability to emphasize the key issues in the field of business financial management and ways to solve them;
- Understanding the problems in the financial sphere and the ability to develop reasonable conclusions based on their critical analysis;
- Ability to elaborate grounded conclusions through analysis of literary sources and practical data;
- Ability to research and analyze problems in financial activities based on analysis of international requirements, standards and limits;
- Ability to analyze and decision-making problems in the process of drawing up and executing investment projects;
- Ability of Innovative synthesis of problems and information in the financial sphere using modern methods of research.

Communication Skills

The graduate has:

- Ability to present the qualification work;
- Ability to establish their own conclusions in the field of finance, and to present them with professional and academic community in oral and in writing;
- Ability to participate in debates, argumentative arguments and counter computations;
- Identification of ideas and information in logical sequence for specialists and non-specialists, professional and academic community using the latest information and communication technologies.

Learning Skills

The graduate has:

- Ability to independently plan and conduct learning;
- Ability to understand the specificity of the learning process and its strategic planning;
- Ability to work independently with and regularly update the knowledge of scientific field literature;
- Ability to continue learning.

Values

The graduate has:

- Ability to assess the dependence of others in the field of business and direct finance;
- Ability to contribute to the establishment of new values;
- Ability to observe professional ethical norms, academic honesty and standards.

Methods of Attainment of Learning Outcomes:

Study components considered by the program are carried out using following teaching and learning methods:

Lecture – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brainstorming and other interactive methods.

Group work – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

Practice / lab work – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

Seminar – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

Independent work – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Assessment system comprises of:

Five types of positive assesment

- (A) excellent - 91 - 100 points;
- (B) Very good - 81 - 90 points;
- (C) Good - 71 - 80 points;
- (D) Satisfactory - 61 - 70 points;
- (E) Sufficient - 51 - 60 points.

Two types of negative assesment

- (FX) Could not pass - 41 - 50 points, which means that the student needs to work more to pass and is allowed to take an additional exam once;
- (F) Failed - 40 and less points, which means that the student's work is not sufficient and the subject has to been re-taken.

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.

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.

Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

Evaluation of research component:

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU.R4.F5b), a reviewer (IBSU.R4.F4b) and a public defense commission evaluation points (IBSU.R4.F1), 30/33/37 points respectively.

Master Thesis is evaluated by maximum 100 points. Thesis is assessed once, by final evaluation. In case of assessment (FX), student is allowed to defend refined master thesis once again next semester. In case of the assessment (F), student is not allowed to present the same master thesis for defense.

Field of Employment

With the help of multilateral sector and general (transferable) skills acquired within the Master of Business Administration in Finance program, the graduates will be able to work in the public and private structures as well as in the organization with educational and scientific research profile, NGO, etc. Master of Business Administration in Finance can work in all branches of the Financial System in general and the Business Financial Management System particular. The graduates will be able to hold high level management positions both in public and private sectors, in consulting firms, in joint ventures, etc. Graduates may continue to study not only in the fields of the finances but also the general profile of economics and business administration, taking into account the preconditions for admission to the relevant PhD program.

International Relations

Name of the Educational Program: International Relations

Awarded Qualification: Master of International Relations

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition

Student enrollment is conducted according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law). Admission requirements for foreign citizens can be found at the link <https://iro.ibsu.edu.ge/en/home>

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

In following cases, the applicants will be exempted from passing the language exam: (1) applicants, who have graduated from English language educational program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4); (2) if an applicant is a citizen of a country, where first/second official language is English, (3) if an applicant presents one of the international certificate: CEFR, TOEFL iBT, IELTS, YDS, or Cambridge, corresponding to B2 level of English. For detailed information, please see IBSU.R04 Regulation for Master's Education.

Exams in English language and specialty are distributed in accordance with the following coefficient: 40% -60% respectively.

Programme Learning Outcomes

Upon completion of the program, the following general and field specific competencies required from graduates will be acquired including knowledge and understanding; skills; responsibility and autonomy:

1. Interprets contemporary scholarly polemics in relation to core ontological, epistemological and methodological issues of the field; applies philosophical paradigms and concepts in own research;
2. Explains, contrasts and interprets in a critical manner the classical theories of international relations as well as modern trends and paradigms; classifies theoretical schools and evaluates them both through the lens of scholarly discourse as well as from the standpoint of behavior determinants for key actors studied by theories of international relations; puts forward a theoretical framework for own research project and interprets empirical data through relevant theoretical arguments;

3. Critically interprets key events in the history of international relations and puts them into the relevant context; Outlines and interprets the important historical processes that have shaped IR as an academic discipline;
4. Interprets and critically analyzes the concept of the modern world order; Demonstrates comprehensive, substantive and practical knowledge in the field when assessing key issues of international relations, modern processes and challenges;
5. Explains the concepts and possibilities of war and peace in international relations while applying the relevant theoretical framework; demonstrates an in-depth understanding of the essence of both interstate and intrastate conflicts; interprets and critically analyzes the challenges to international security; Distinguishes between just and unjust wars at theoretical and practical (case study analysis) levels; Explores normative contradictions of war-related issues;
6. Defines and critically interprets the latest methodological approaches and innovative techniques in the field and conducts research independently, embarking upon them in compliance with academic and ethical standards; Compiles the analytical framework and methodology for own research; Applies qualitative and quantitative research methods in an independent manner, draws their sampling strategies and data analysis techniques; arranges empirical data from an appropriate theoretical standpoint, synthesizes and evaluates them in an innovative manner, puts forward conclusions based on research findings; critically evaluates the quality of a research paper departing from an author's philosophical perspective as well as epistemological and methodological approaches of paper under discussion;
7. Delivers professional communication with researchers and practitioners in the field of international relations in accordance with the standards of academic ethics; presents own opinion during discussions and workshops based upon original analysis of complex data; prepares and submits a research project;
8. Analyzes the moral dilemmas that a social science researcher faces while carrying out research, recognizes the utmost importance of ethical behavior and shapes own values system based on the knowledge of modern norms and standards in the field;
9. Plans and conducts own study process in an independent manner; Discusses issues that are insufficiently studied in the field of international relations and identifies the need for further research; Independently defines own research interests.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The following teaching and learning methods are used in the academic process:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of

problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lectures.
- **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lectures. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Acceptable – 51-60 points.

Two types of negative grades

- (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less point, 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 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.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- c) Obtaining minimal competence levels set for midterm and final evaluations;
- d) 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.

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis. Specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU_R04F05.b.), a reviewer (IBSU_R04F04.b.) and a public defense commission evaluation (IBSU_R04F01.), 30/33/37 points respectively.

Master Thesis is evaluated by maximum 100 points.

Field of Employment

MA students of International Relations and Politics will be able to work at the Ministry of Foreign Affairs, State structures responsible for foreign policy and national security issues, namely, Office of National Security Council, Ministry of Defense, foreign relations departments of various Ministries, NGOs working on international relations and national security issues, research centers, universities etc.

Besides, MA graduate can continue studies in Ph.D. program to increase his/her competence and qualification.

U.S. Foreign Affairs

Name of the Educational Program: U.S. Foreign Affairs

Awarded Qualification: Master of American Studies

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition:

Student of a master program can become anyone with bachelor degree, who registers for national exam and passes exams according to the competitive exam program volume. Citizens of Georgia must pass national exams successfully, as for the foreign students, enrolment at the program is implemented by the Georgian law.

In addition, the applicant should pass the University internal exam in specialty and English language (B2 level). Internal Exams points in Specialty and English Language are distributed in accordance with the following coefficient: 60% -40% respectively.

Exceptions from the admission requirements of the graduate program please see in Appendix 1.1 or at IBSU.R04 REGULATION for MASTER'S EDUCATION

Condition for admission to the program for the citizens of foreign countries is available on the link: <https://iro.ibsu.edu.ge/en/home>

Programme Learning Outcomes:

Upon completion of the program, the following general and field specific competencies required from graduates will be acquired including knowledge and understanding; skills; responsibility and autonomy:

1. The graduate gets a deep, systemic knowledge about the role of United States foreign policy in shaping political institutions and public influence;
2. Reviews and critically describes the basic principles of American democracy; Analyzes the necessity of expanding Georgia's bilateral relations with leading members of NATO, to build a stronger relationship with the Alliance;
3. Explores and critically understands the contradictions between equality and freedom based on democratic principles; The influence of the peculiarities of the development of individual regions of the United States on the diverse culture of the United States;
4. Studies in a complex way the dynamics of Georgian-American relations; The influence of the peculiarities of the history of the Institute of Presidency on US foreign relations; Explains in details the need of deepening and strengthening cooperation on regional issues within Euro-Atlantic Partnership Council (EAPC);
5. Reconciles foreign relations, US history, principles of democracy, culture, and diverse regional characteristics from an interdisciplinary perspective and interprets the obtained data and formulates conclusions;

6. Argues his / her opinion, illustrates theoretical provisions with practical examples;
7. Is able to listen to an American conversation and respond adequately, regardless of the pace, intonation or subject matter of the conversation; Responds appropriately to heard impulses and performs complex tasks; Listens to audio material on everyday topics as well as economic, political, social, cultural issues, which helps to search for a new, original ways and/or to solve complex problems in an unfamiliar or multidisciplinary environment, adhering to the principles of academic honesty;
8. Can write essays correctly orthographically and intellectually; Can express his / her opinion clearly in writing, critical analysis, innovative synthesis of the information, evaluation and formulating conclusions; compose works / essays equipped with vocabulary of field and high literary style (synonyms, antonyms, phraseological units);
9. Prepares analytical papers on US Foreign Relations;
10. Identifying the needs for further learning, in particular, understands the need for continuous enhancement in the field of learning and development and conducts his/her learning process independently.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The following teaching and learning methods are used in the academic process:

- **Verbal** – material is presented orally, with application of various methods depending on the topic under study
- **Demonstration** – presenting the information visually. It is very efficient from the viewpoint of reaching results. The method can be used either by the teacher, or by students. This method helps us to make the educational materials more visual, to connect the auditory and visual perception, to make it more concrete, what the students will have to do independently. At the same time, it presents the essence of the issue under study.
- **Discussion/debate** – one of the most effective methods of interactive study. The method increases students' involvement in the educational process. Discussion can turn into a debate. Discussion/debate is not restricted by the questions posed by the professor. The method develops students' communicative and argumentation skills.
- **Collaborative work** – involves students' work in groups which work together to fulfill the given task. Group members may individually do their part of task and then share it with group members. Depending on the task, the functions of the students in the group may be divided. This strategy provides active involvement of all students in the educational process.
- **Brainstorming** – helps collecting as many radically different ideas around the concrete topic/issue as possible. The method enhances development of creative approach towards the problem.
- **Induction, deduction, analysis and synthesis** – inductive method deals with generalizations based on concrete examples, deduction – with generalizations leading to concrete examples. Analysis helps graduates to split the material as one whole into meaningful pieces, in this way a complex problem is simplified and each part of it is studied in detail. Through synthesis, vice versa, by grouping certain issues, one whole is made up. It helps to see the problem as a whole, a unity.

Student Knowledge Evaluation System

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 – maximum 60 points in midterm evaluations and maximum 40 points in final evaluation.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91-100 point;
- (B) Very good – 81-90 point;
- (C) Good – 71-80 point;
- (D) Satisfactory – 61-70 point;
- (E) Acceptable – 51-60 point.

Two types of negative grades

- (FX) Fail – 41-50 point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For final evaluation a student is admitted to the exam if his/her midterm evaluation is minimum 25 points out of 60 points.

A student is allowed to take additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not score at least 15 points out of 40 points of final evaluation.

Credits can be obtained if a student scored:

- a. Minimum 15 points out of 40 points of final evaluation;
- b. 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.

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Also, specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU_R04F05.b.);, a reviewer (IBSU_R04F04.b.) and a public defense commission evaluation (IBSU_R04F01.), 30/33/37 points respectively.

Master Thesis is evaluated by maximum 100 points.

Field of Employment

After successful graduation of the program, Master can continue studies to earn the doctoral degree. Besides, the Master can be employed in Museums of History, Archives, Institute of manuscripts, government, Parliament, committees of foreign relations, Ministry of Foreign affairs (American Department), in offices of Public Relations, departments of culture, departments of Public Administration, as well as in NGO-s.

Computer Science

Name of the Educational Program: Computer Science

Awarded Qualification: Master of Computer Science

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition

Student enrolment is made according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law).

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level). The issues of the entrance exams and the evaluation system will be posted on the University website.

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level, is exempted from passing the language exam. For more information, see IBSU.R04 REGULATION for MASTER'S EDUCATION. Exams in English and specialty are distributed according to the following ratio: 40%-60% respectively International students are enrolled on the program in accordance with the Georgian legislation without Unified National Exams. Program admission preconditions could be accessed on the following link <https://iro.ibsu.edu.ge/en/home>

Programme Learning Outcomes

Knowledge and understanding

1. The graduate has deep knowledge understanding of algorithms and model theory, implementation of programming languages and systems, data mining, protection and processing. Is able to critically understand them.
2. The graduate knows how to use computer science to solve practical and theoretical tasks. Is deeply familiar with the computer systems needed for the industry. Has a solid background of problem modeling and implementation.
3. The graduate is familiar with research methods and technical literature, knows how to search technical information, prepare a report, write a thesis, and make a presentation.

Skills

4. By applying the principles of fairness a graduate can do collaborative research, create and use software to solve a given task. Is able to adhere the norms of professional ethics, to maintain academic honesty and standards.

5. By applying technical knowledge and skills, the graduate can implement secure computer systems and network-based technologies in various fields, using information technology research and design methods...
6. For solving complex problems the graduate is able to develop a new approach, create mathematical models, and algorithmic representation, analysis and implementation.
7. The graduate can divide a complex problem into subproblems. For each subproblem is able to find a suitable programming paradigm and implement.
8. The graduate in compliance with the standards of academic ethics is able to find needed information and prepare a report / article / paper and a small project proposal,. He/She has the ability to present the research results to both academic and professional communities.

Responsibility and autonomy

9. The graduate solves issues related to computer science in a multidisciplinary environment, takes responsibility for these decisions, independently determines the professional development needs of himself and team members.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using the following teaching and learning methods:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures, subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- **Individual work** – Through individual work students deepen and internalize the knowledge obtained throughout the lecturers. Individual work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the

wish to study these issues individually, they help students develop the ability of thinking individually, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation 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:

Five types of positive grades

- (A) Excellent – 91 -100 point;
- (B) Very good – 81-90 point;
- (C) Good – 71-80 point;
- (D) Satisfactory – 61-70 point;
- (E) Acceptable – 51-60 point.

Two types of negative grades

(FX) Fail – 41-50 point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

(F) Fail – 40 and less point, 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 must not exceed 30% 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 100 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.

Evaluation of research component:

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis. Also, specific components and criteria for the evaluation of the research component are given in the syllabus of the Master thesis.

Master Thesis is assessed by final evaluation which is the sum of a supervisor (IBSU_R04F05.b.); a reviewer (IBSU_R04F04.b.) and a public defense commission evaluation (IBSU_R04F01.), 30/33/37 points respectively.

Field of Employment

The Master of Science program in Computer Science will prepare internationally competitive specialists. The knowledge and skills acquired by the graduates will enable them to respond to modern technology related challenges. Graduates will be able to be employed both the private and public sectors, as a leading specialist, where they perform professional functions both independently and in teams. In particular, they will be able to work as a software developers, software engineers, data analysts, information technology specialists, network administrators, etc. Graduates can also continue their studies at the next level of academic education in the direction of computer science, computer engineering, information science, artificial intelligence and information technologies.



Education Administration

Name of the Educational Program: Education Administration

Awarded Qualification: Master of Education in Education Administration

Credit Value of the Programme: 120 ESET Credit

Language of Education: English

Programme Admission Precondition

Student enrollment on MA program is made according to the Georgian legislation - based on the results of the Unified National Master Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law) for foreign applicants admission criteria is available at – <https://iro.ibsu.edu.ge/en/home>

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level).

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam (TOEFL IBT, IELTS, FCE and CAE) which correspondent to B2 level, is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION.

Exams in English and specialty are divided according to the following ratio: 60 Specialty / 40 English.

Programme Learning Outcomes

Knowledge and understanding: The graduate has advanced and systematic knowledge of the field terminology (concepts), theories, principles, practices, current changes and challenges:

- 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.

Applying knowledge: The graduates, based on the newest theoretical knowledge, have the ability to solve the complex practical problems in an original / innovative way and contribute to the development of education:

- 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.

Making Judgments: Graduates have the skills of analyzing complex situations and making conclusions and innovative decisions dealing with education management.

Communication skills: The graduates are able to carry out efficient communication in the professional environment:

- The verbal (oral and written) communication skills
- The non-verbal communication skills and the ability to use Information Communication Technologies

Learning skills: The graduates have the capacity to plan their education independently and carry out research in the sphere of education and its administration:

- They are able to do self- and peer-assessment and carry out strategic planning of independent learning;
- They have the 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.

Values: The graduates share and disseminate the following values related to education and its administration:

- 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.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The following methods are applied in the educational process:

- Verbal
- Demonstration
- Discussion/debate
- Collaborative work
- Brainstorming
- Induction, deduction, analysis and synthesis
- Case study
- Method of written work
- Practical method

- Problem-based learning (PBL)
- Project-based learning
- Teaching through electronic sources

Student Knowledge Evaluation System

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus. The maximum point for a study course/component is 100. Evaluation includes interim evaluation and final evaluation, the sum of which is 100 points.

Grading system allows:

five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good - 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Enough - 51-60 points;

two types of negative grades:

- (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less, 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.

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 a minimum competence level set for final evaluation.

Assessment format:

- objective testing (multiple choice, matching, gap filling, etc.)
- oral assessment with a rubric
- essay (assessed with a rubric)
- presentation (assessed with a rubric)
- group/individual project (assessed with a rubric)
- midterm and final exam, which involve open (assessed with a rubric) and closed-ended questions

- research proposal (for Research and Study Skills in Education)
- defense (of the thesis)

Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

The Master's thesis is evaluated as a whole, at the end of the semester - with a final evaluation, which includes the evaluations of the persons determined by the higher educational institution (supervisor, reviewer) and a public defense evaluation. The total, unified assessment is 100 points.

Master thesis evaluation comprises assessment completed by a supervisor, a reviewer and the commission. The supervisor evaluates with 30 points, the reviewer with 33 points and the commission with 37 points. For summative evaluation purposes all these components are summed up.

Supervisor's Assessment/ Components:

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

Collaboration with the supervisor- 3 points/minimum 1 point

Reviewer's Assessment /Components:

Actuality- 4 points

Novelty- 4 points

Theoretical or/and practical value of the research- 5 points

Depth of the research material, uniqueness of the conclusions- 5 points

Structure, Research methods and Convincing research results- 6 points

Relevance to the IBSU format- 3 points

During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology- 6 points

Commission Assessment/Components:

Actuality- 4 points

Novelty- 4 points

Theoretical or/and practical value of the research- 5 points

Depth of the research material, uniqueness of the conclusions- 5 points

Structure, Research methods and Convincing research results- 6 points

Presentation during the defense - 7 points

During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology- 6 points

(see assessment criteria in the corresponding syllabus)

The evaluation system of the research component (Master thesis) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's

thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Field of Employment

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 studies on the doctorate level.

