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**Curriculum**

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| **Program** | | Leadership and Management in Higher Education | |
| **Degree awarded** | | Master of Education Management | |
| **Faculty** | | **Faculty of Business, Low and Social Sciences** | |
| **Program coordinator/coordinators** | | **David Gegechkori –**  Associate Professor, Department of Social Sciences[**d.gegechkori@atsu.edu.ge**](mailto:d.gegechkori@atsu.edu.ge)  **tel.: +9955577131535**  **Vladimer Adeishvili –** Associate Professor**,**  Department of Teaching Methodology [vladimer.adeishvili@atsu.edu.ge](mailto:vladimer.adeishvili@atsu.edu.ge)  **tel.:** 577-13-18-17; 599-16-42-84 | |
| **Length of the program (semester, ECTS)** | | Educational program involves 120 ECTS credits.  (One credit is equal to 25 academic hours at ATSU. )  Program duration is 2 academic years, 4 semesters. | |
| **Language of the Program** | | | English |
| **Program development and renewal date of issue** | | | The programme is elaborated in 2013 and is renewed in 2017 |
| **Program prerequisites** | | | |
| * Bachelors degree or equivalent; * Successful passing of ATSU exam. University exam will be conducted according to the ATSU regulation for MA programs. Information can be found at University web-site. * Applicants should have at least B1 level English proficiency (could be prooved by successfully passing the university exam in English or provide with international certificate of at least B2level) | | | |
| **Aim of the Program** | | | |
| The goalof the program is to prepare self-motivated leader, ready to lead successfully in a changing context of High Education, who can communicate effectively and act collaboratively in local national and international context.  They will be able:  • To contribute to the improvement of high education system management and foster and support organizational change.  • To assist in areas of strategic planning and decision-making.  • To develop research skills needed for action research and student oriented teaching, exercised full knowledge of economical, political, legal and theoretical issues involved. | | | |
| **Learning outcomes ( The map of learning outcomes are enclosed in appendix 2)** | | | |
| **Knowledge and understanding** | * The values\*, principles and practices support good leadership and management in the European Higher Education Area; * The roles, responsibilities and benefits of universities within their societies, as seen from various perspectives; * The seminal literature on student-centered approaches to the provision and enhancement o higher education; * Guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance quality in higher education. | | |
| **Applying knowledge** | * The key challenges that universities face in supporting the development of their students and staff, and addressing the needs of their local/national communities and stakeholders; * How knowledge of ways that students learn and experience higher education(within and outside the curriculum) can be used to improve teaching and professional practices; * The ways that management processes can be set standards, and applied to support the attainment of the strategic objectives of university departments and services. | | |
| **Making judgement** | Ability to use of key tools and methods of (qualitative and quantitative) data collection, interpretation and presentation;  Ability to Collect, analyze and present data in an ethical and effective manner;  Ability to reflect critically upon aspects of their own professional practice, and identify opportunities for self-improvement; | | |
| **Communication skills** | Ability to write, communicate, make presentation of reports and other documents in clear and scholarly styles;  Ability to use of digital technology to support and enhance the effectiveness of professional activities.  Ability to address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills | | |
| **Learning skills** | Ability to design, undertake and present (through dissertation or project work) a substantial piece of original research on a contemporary challenge in higher education;  Ability to leading learning and research independently;  Self-evaluation skills. | | |
| **Values** | To contribute to the development of a professional Community of practice, though the sharing of ideas, outputs and activities;  To develop values to respect other peoples’ opinion and attitudes;  To understand educational problems in multicultural context;  To develop values of professional honesty. | | |
| **Teaching methods** | | | |
| Discussion/debates, collaborative work, teamwork, problem-based learning, case studies, brainstorming, role and case plays, demonstrative method, method of analysis and synthesis, verbal or oral method, writing method, practical methods, explanatory method. | | | |
| **Structure of the Program** | | | |
| **See the Study Schedule as an attached document 1** | | | |
| **Assessment System** | | | |
| nowledge and awareness are evaluated in written form (test, closed issues, problem solving, etc.) and in the form of Midterm papers (topics, laboratory work, presentations, report).Assessment of Cognitive skills will be conducted in different forms throughout the course (laboratory work, abstracts, final exam, preparation of Master's thesis); Strengthening practical skills will be evaluated in the form of presentaions, quiz or verbal presentations. Communicative skills are evaluated within various modules (summaries, presentations, reprts, final exams) as well as submission of Master's thesis.  **Assessment Criteria**  100 points of the course evaluation will be distributed as follows:  Midterm Exam - 30  Practical - 30  Final Exam - 40  The midterm examination covers 1-7 weeks of material and is held on the 8th week, the final exam is held on the 17th, 18th week and contains the covered entire material.Student's independent work and activity are evaluated at the end of the 16th week.  Credits can be obtained only after the student achieves the learning results planned according to the syllabus  It is unacceptable to assess the results of the student's achievement only once on the basis of the final exam. The assessment of the work of the student should be done by a certain ratio:  A) Interim assessment;  B) Assessment of the final exam.  Maximum assessment of the course is equal to 100 points.  The final exam should not be evaluated more than 40 points.  The student has the right to take the final exam, if his/her minimum competency in interm exam is no less than 18 points.  Minimum margin of assessment received by the student on the final exam is no less than 15 points.  Evaluation System includes:  **A. Five Forms of Positive Assessment:**  (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  **B. Two Forms of Negative Assessment:**  B.(FX) (Administrative Fail in Course for Grade/could not pass)– A student gets 41-50 points from maximum evaluation which means that s/he is required to work more for passing the exam, and that s/he is entitled to take a makeup exam only once through personal study;  (F) (Academic Fail) – A student gets 0-40 points and less from maximum evaluation which means that the work done by him/her is not sufficient and s/he has to retake the course. The final assessments are made on the basis of summarizing the evaluation of intermediate and the final exam. According to educational component of educational program, in case of adoption of FX, a makeup exam will be appointed no less than 5 calendar days after the conclusion of the final exam results. The number of points received in the makeup final exam, is not added to the final assessment received by the student. According to the assessment 0-50 points received from the makeup final exam, in the final evaluation of the educational component, the student will be evaluated the F-0 score.  Concrete criteria of assessments are defined into the corresponding syllabus of an academic course.  Master's thesis /project should be assessed in the same or subsequent semester, where the student will complete the work. Master's thesis /project should be evaluated once (with final assessment). | | | |
| **Employment opportunities** | | | |
| The graduates of the program can find employment at various governmental and non-governmental and research oriented educational institutions and universities at managerial position. | | | |
| **Supportive resources:**  The program is carried out by University academic staff, local and invited professors. The auditoriums, labs, library and the facilities, computer classes and internet access give students opportunity to use electronic library. Practical courses are touch in bases the university has memorandum with partner universities which take part in Tempus Project, MAHATMA”, which implies exchanging staff and students, and professional development and trainings of the academic and administrative staff. | | | |
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**Master Program: Leadership and Management in Higher Education**

**Study Schedule 2017-2019**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| № | Course title | Hours per week | Number of credits | Number of hours | | | | Lect./practic./group/lab |
| Total | Contact hours | | Independent | I | II | III | IV | Precondition |
| Class hours | Mid-term and final exams |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | Research methodology/action research | **3** | 6 | 150 | 45 | 6 | 99 | 15.30.6 | 6 |  |  |  |  |
| 2 | Curriculum Development and teaching theories | 3 | 6 | 150 | 45 |  |  | 15.30.6 | 6 |  |  |  |  |
| 3 | Leadership in higher Education | 3 | 6 | 150 | 45 |  |  | 15.30.6 | 6 |  |  |  |  |
| 4 | Communicative technologies and Strategies | 3 | 6 | 150 | 45 |  | 99 | 15.30.6 | 6 |  |  |  |  |
| 5 | Educational Policy and World Education systems (best practices) | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 | 6 |  |  |  |  |
|  |  |  | **30** |  |  |  |  |  |  |  |  |  |  |
| 6 | Management and strategic planning in High Education | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | 6 |  |  |  |
| 7 | Higher Education Administration | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | 6 |  |  |  |
| 8 | Assessment Systems and Evaluation in higher Education | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | 6 |  |  |  |
| 9 | Quality Assurance in higher education | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | 6 |  |  |  |
| 10 | Internship |  | 6 | 150 |  |  |  |  |  | 6 |  |  |  |
|  |  |  | **30** |  |  |  |  |  |  |  |  |  |  |
| 11 | Elective course | 3 | 6 | 150 | 45 | 6 | 99 |  |  |  | 6 |  |  |
| 12 | Elective course | 3 | 6 | 150 | 45 | 6 | 99 |  |  |  | 6 |  |  |
| 13 | Elective course | 3 | 6 | 150 | 45 | 6 | 99 |  |  |  | 6 |  |  |
| 14 | Elective course | 3 | 6 | 150 | 45 | 6 | 99 |  |  |  | 6 |  |  |
| 15 | Free credit |  | 6 | 150 | 45 |  |  |  |  |  | 6 |  |  |
| 16 | **Master Thesis** |  | 30 | 750 |  |  |  |  |  |  |  | 30 |  |
|  |  |  | **30** |  |  |  |  |  |  |  |  |  |  |
| 17 | Elective courses |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | Academic Writing | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  |  |  |  |  |
| 19 | HR Management | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  |  |  |  |  |
| 20 | Sociology of education | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  |  |  |  |  |
| **21** | General and high education Psychology | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  |  |  |  |  |
| **22** | Educational Management in Global Environment | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | | | | |
| **23** | Education and Economy | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | | | | |
| **24** | Fund Raising and Project Management | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | | | | |
| **25** | Financial management of Education | 3 | 6 | 150 | 45 | 6 | 99 | 15.30.6 |  | | | | |

Charts of competences

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Research methodology/action research | Curriculum Development and teaching theories | Leadership in higher Education | Communicative technologies and Strategies | Educational Policy and World Education systems | Management and strategic planning in High Education | Fund Raising and Project Management | Assessment Systems and Evaluation in HE | Quality Assurance in higher education | Internship | Master thesis | Academic Writing | HR Management | Sociology of education | General and high education Psychology | Educational Management in Global Environment | Education and Economy | Higher Education Administration | Financial Management of Education |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Knowledge and understanding | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X |
| Applying Knowledge | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Making Judgment | X | X | X | X | X | X | X | X |  | X | X | X | X | X |  | X | X | X | X |
| Communicative Skills | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X |
| Learning Skills |  | X |  |  |  |  |  |  |  | X | X | X | X | X |  |  |  | X | X |
| Values | X | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X | X | X | X |