



Curriculum

The name of the program	Leadership and Management in Higher Education
Academic Degree	Master of Education Management
Faculty	Bussiness, Law and Social Science
Head of the Program	Prof. David Gegetchkori, T:5577131535; e-mail: d.gegechkori@atsu.edu.ge
The volume of the program in credits	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 creation and updated dates	01.09.2013 – 05.02.2015 წწ
Program prerequisites	
<p>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 poved by successfully passing the university exam in English or provide with international certificate of at least B1level)</p>	
The aim of the Program	
<p>The goal of 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:</p> <ul style="list-style-type: none"> • 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	
<u>Knowledge and Understanding of</u>	<ul style="list-style-type: none"> • 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.
<u>Applying Knowledge</u>	<ul style="list-style-type: none"> • 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.

<u>Making Judgment</u>	<ul style="list-style-type: none"> • Use of key tools and methods of (qualitative and quantitative) data collection, interpretation and presentation; • Collect, analyze and present data in an ethical and effective manner; • Reflect critically upon aspects of their own professional practice, and identify opportunities for self-improvement;
<u>Communication Skills</u>	<ul style="list-style-type: none"> • Writing, communication and presentation of reports and other documents in clear and scholarly styles; • Use of digital technology to support and enhance the effectiveness of professional activities. • Address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills.
<u>Learning Skills</u>	<ul style="list-style-type: none"> • Design, undertake and present (through dissertation or project work) a substantial piece of original research on a contemporary challenge in higher education; • Leading learning and research independently; • Self-evaluation skills.
<u>Values</u>	<ul style="list-style-type: none"> • Contribute to the development of a professional Community of practice, though the sharing of ideas, outputs and activities; • Develop values to respect other peoples' opinion and attitudes; • Conception of educational problems in multicultural context; • Develop values of professional honesty.
Methods for teaching the learning outcomes	
<ul style="list-style-type: none"> • Interactive and modified lectures; • Practical classes; • Group discussion; • Case study; • Role play; • Problem-based and task-based teaching; • Literature review; • Brainstorming • Involvement in the research process; • Presentation; 	
Structure of the Program	
Core courses – 54 ECTS, Free credits – 6 ECTS, Elective courses – 24 ECTS, Internship – 6 ECTS, master Thesis – 30 ECTS See Anex 1	
Student assessment system	
<p>The assessment of the academic performance of students of higher education programs at Akaki Tsereteli State University is carried out by the modern indicators with the order # 785 (05.01.2007), №3 (21.09.2009) and August 18, 2016, №102 / N of the Minister of Education and Science of Georgia, defined principles of Akaki Tsereteli State University academic council (№12; 30.10.2009; Decree №35; 10.11.2010).</p> <p>Student's credit can be obtained in the educational program only after the attainment of learning outcomes planned according syllabus, which is reflected in the credit system as one of the positive evaluations.</p> <p>Student assessment contribution is made by:</p> <p>a/ - Interim (intermediate) assessments, which includes the student's attendance component, daily academic activity (examination, testing, presentation, essay), activity on tutorial, practical skills assessment and a mid-term exam. Interim assessment may also include other components.</p> <p>b/ - Final exam</p> <p>The final assessments are made on the basis of summarizing the evaluation of intermediate and the final exam.</p> <ul style="list-style-type: none"> • The student has the right to take the final exam, if his/her minimum competency is 18 points. • Minimum margin of assessment received by the student on the final exam is 15 points. <p>Evaluation System includes:</p>	

A. Five Forms of Positive Assessment:

- (A) Excellent – 91% and more from maximum evaluation
- (B) very good – 81-90% from maximum evaluation
- (C) good – 71-80% from maximum evaluation
- (D) satisfactory – 61-70% from maximum evaluation
- (E) sufficient – 51-60% from maximum evaluation

B. Two Forms of Negative Assessment:

(FX) (Administrative Fail in Course for Grade/could not pass)– A student gets 41-50% 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 40% 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.

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.

Total sum of the course assessment (100 points) breaks down as follows:

Midterm Exam – 30 ECTS

Activity - 30 ECTS

Final exam – 40 ECTS

Spheres of employment

The graduates of the program can find employment at various governmental and non-governmental and research oriented educational institutions and universities at managerial position.

Material and human 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.



Master Program: Leadership and Management in Higher Education
Study Schedule 2020-2022

№	Course title	Hours per week	Number of credits	Number of hours					I	II	III	IV	Precondition
				Total	Contact hours		Independent	Lect./practic./group/lab					
					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	15/30/0/0	6				
2	Curriculum Development and teaching theories	3	6	150	45			15/30/0/0	6				
3	Leadership in higher Education	3	6	150	45			15/30/0/0	6				
4	Communicative technologies and Strategies	3	6	150	45		99	15/30/0/0	6				
5	Educational Policy and World Education systems (best practices)	3	6	150	45	6	99	15/30/0/0	6				
			30										
6	Management and strategic planning in High Education	3	6	150	45	6	99	15/30/0/0		6			
7	Higher Education Administration	3	6	150	45	6	99	15/30/0/0		6			
8	Assessment Systems and Evaluation in higher Education	3	6	150	45	6	99	15/30/0/0		6			
9	Quality Assurance in higher education	3	6	150	45	6	99	15/30/0/0		6			
10	Internship		6	150						6			
			30										
11	Elective course	3	6	150	45	6	99	15/30/0/0			6		
12	Elective course	3	6	150	45	6	99	15/30/0/0			6		

13	Elective course	3	6	150	45	6	99	15/30/0/0			6		
14	Elective course	3	6	150	45	6	99	15/30/0/0			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	15/30/0/0					
19	HR Management	3	6	150	45	6	99	15/30/0/0					
20	Sociology of education	3	6	150	45	6	99	15/30/0/0					
21	General and high education Psychology	3	6	150	45	6	99	15/30/0/0					
22	Educational Management in Global Environment	3	6	150	45	6	99	15/30/0/0					
23	Education and Economy	3	6	150	45	6	99	15/30/0/0					
24	Fund Raising and Project Management	3	6	150	45	6	99	15/30/0/0					
25	Financial management of Education	3	6	150	45	6	99	15/30/0/0					