



## EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes №8, „7“, „July“, 2017 year

Head of the office /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №15, „11“ „July“, 2017 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №9, „22“ „August“, 2017 year

Rector / Prof., Dr. Ilyas Ciloglu/

Master's Educational Program  
**Higher Education Administration**  
Tbilisi  
2017 year

**Direction:** 03 Education

**Field/ Specialty:** Education Sciences 0301

sub-specialty: Education Administration 030108

**Name of the Educational Programme:** Higher Education Administration (delivered in English)

უმაღლესი განათლების ადმინისტრირება (ინგლისურენვანი)

umaRlesi ganaTlebis administrireba (inglisurenovani)

**Faculty:** Education and Humanities

**Programme Coordinator(s):** Prof. Dr. Natela Doghonadze nateladoghonadze@ibsu.edu.ge 593 37 89 29

**Education Cycle:** Master's (Second Cycle of Higher Education)

**Type of the Programme:** Academic

**Awarded Qualification:** Master of Education in Education Administration

განათლების მაგისტრი განათლების ადმინისტრირებაში

ganatlebis magistri ganatlebis administrirebashi

**Code of Qualification:** 030108

**Language of Education:** English

**Credit Value of the Programme:** 120 ECTS

**Structure of the Programme:** Majority of courses are compulsory (66 credits). During the 3rd semester of the master program student will have compulsory internship (6 credits). There are 9 elective courses (students should score 24 credits) to be taken. During the 4<sup>th</sup> semester s/he has to write and defend a Master's thesis (30 credits).

## Programme Admission Precondition:

Student of the program can become anyone with a bachelor degree or a degree equaled to it. According to Georgian law, Georgian citizens will pass Unified National exams for admission to MA, while international students need to have their papers approved by National Center for Educational Quality Enhancement and the Ministry of Education of Georgia. Besides this, all candidates have to pass internal exams at University. Those candidates who have graduated from a program with English as instruction language will have to pass exams only in their specialty, and others will also have to pass an English exam corresponding to B2 level (unless they possess a corresponding international certificate). Maximum number of students in a group is 15.

## Purpose of the Programme:

The purposes of the program are:

- to provide students with contemporary knowledge of higher education and its administration and to prepare qualified specialists in education administration who are able to be the leaders and administrators /managers of the field according to contemporary requirements.
- to train education administrators both in general pedagogical and psychological aspects and particular issues of education administration/management, such as leadership in education and experience of various countries in administering the system of higher education.
- to enable the graduates to fluently use English for professional communication (both abroad and in their own country, while dealing with international colleagues). Also to enable them to work in the administration of educational institutions and organizations dealing with managing and organizing the system of education.
- not only to form the corresponding to the field knowledge, but also to develop student's study skills, in order to enable to continue their education on the further (doctorate) cycle and independently. With this purpose in the educational process students will obtain a certain amount of theoretical knowledge of the field (pedagogy, psychology, administration and management), which is offered by a number of courses, and will be involved in a great number of independent activities (projects, presentations, course papers).
- *among values, that program graduates will develop, are interest towards higher education administration research and practical experience, respect towards principles humanistic and student-centered pedagogy.*

## Learning Outcomes

The students will acquire the following generic (transferrable) and field-specific competencies:

**Knowledge and understanding:** advanced and systemic knowledge of the study course, which allows for the generation of new, original ideas, understanding solutions to certain problems. The graduate will have advanced and systematic knowledge of:

- a) Terminology/concepts and theories in education sciences, education administration and related areas dealing with European Higher Education Area
- b) History, culture of education management, system of education and educational reform; the roles, responsibilities and benefits of universities

within their societies, as seen from various perspectives

- c) The seminal literature on student-centered approaches to the provision and enhancement of higher education
- d) Guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance quality in European higher education
- e) The ways that management processes can be used to set standards, and applied to support the attainment of the strategic objectives of university departments and services
- f) How knowledge of ways that students learn and experience higher education can be used to improve teaching and professional practices;
- g) 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

**Applying knowledge:** ability to act in a new, unpredictable and multidisciplinary environment; ability to search for new, original methods of solution for complex problems, amongst them, using the most recent methods and approaches. The graduates will have the ability to:

- a) use professional terminology in the process of work, to read professional literature with deep comprehension
- b) contribute to the development of a professional Community of Practice, through the sharing of ideas, outputs and activities
- c) address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills
- d) solve professional problems based on the acquired theoretical knowledge
- e) 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 research on a contemporary challenge in higher education management

**Making judgments:** ability to make judgments on the basis of critical analysis of complex and incomplete information (including recent researches); ability to synthesize innovatively based on recent data. Graduates will have the skills of

- a) making conclusions and decisions dealing with higher education management and demonstrating self-direction and originality in it
- b) argumentation of one's own opinion, applying induction and deduction, analysis and synthesis, comparison and analogy
- c) reflecting critically upon aspects of their own professional practice, and identify opportunities for self-improvement

**Communication skills:** ability to communicate own judgments, arguments and research methods to academic and professional community in the English language, with due consideration of the academic integrity standards and recent developments in the field of information and communication technologies. Graduates will be able to

- a) interact effectively within a professional group, recognizing, supporting or being proactive in leadership, negotiating in a professional context
- b) communicate effectively in a format appropriate to MA level standards and reporting practical procedures in a clear and concise manner, developing verbal and non-verbal (adequate gestures, body language and eye contact; ability to use visual aids for communication, including the application of technologies) communication

**Learning skills:** ability to independently manage the learning process, to understand the specificities of the learning process and make strategic plans a high level. The graduates will be able to:

- a) gather, analyze, and present information for MA research efficiently and ethically, write, communicate and present reports and other documents in clear and scholarly styles;
- b) use digital technologies for professional purposes (in order to find research resources on the Internet and in libraries, to use such professional databases as ERIC and EBSCO, to prepare and hold effective presentations with PPP, to write the thesis)
- c) carry out self- and mutual assessment

**Values:** ability to evaluate own and others' attitude towards values and contribute to the establishment of new ones. The graduates will share and disseminate the following values:

- a) importance of ethical issues in higher education and their adjustment to personal beliefs and values; tolerance, sensitivity and wish to understand the target and other cultures
- b) humanistic and democratic principles of education (student-centered teaching) and administration;
- c) respect for / interest in new knowledge, innovations in Higher Education Area
- d) the sense of autonomy
- e) academic honesty

**Learning Outcome Map:**

Course / Module / Internship / Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values

Research and Study Skills	X	X	X	X	X	X
Higher Education Administration	X	X	X	X	X	X
Quality Assurance in Higher Education	X	X	X	X	X	X
Higher Education	X	X	X	X	X	X
Leadership in Higher Education	X	X	X	X	X	X
Higher Education Law	X	X	X	X	X	X
Financial management in education	X	X	X	X	X	
Internship	X	X	X	X		X
General and Higher Education Psychology	X	X	X	X	X	
Adult Education	X	X	X	X	X	
History of Higher Education	X	X	X	X	X	X
Assessment methods in Higher education	X	X	X	X	X	X
Global Education	X	X	X	X	X	X
Sociology of Education	X	X	X	X	X	
Culture and Academic Achievements in Education	X	X		X	X	X
Curriculum and Syllabus Development in Higher Education	X	X	X	X	X	X
Master's Thesis	X	X	X	X	X	X

## Methods of Attainment of Learning Outcomes:

The following methods are used in the educational process:

Lecture	<ul style="list-style-type: none"><li>• presentation</li><li>• demonstration</li><li>• induction</li><li>• deduction</li><li>• analysis</li><li>• synthesis</li><li>• case study</li><li>• teaching through electronic sources</li></ul>
Seminar / Group work	<ul style="list-style-type: none"><li>• presentation</li><li>• demonstration</li><li>• working with a course-book</li><li>• discussion/debate</li><li>• brain-storming</li><li>• induction</li><li>• deduction</li><li>• analysis</li><li>• synthesis</li><li>• case study</li><li>• project</li><li>• teaching through electronic sources</li><li>• problem solving</li></ul>
Practice	<ul style="list-style-type: none"><li>• demonstration</li><li>• task solving</li><li>• problem solving</li><li>• induction</li><li>• deduction</li><li>• analysis</li><li>• synthesis</li><li>• verbal (explanation, description, consultation);</li><li>• observation of administrative jobs;</li><li>• working with instructions;</li><li>• individual work;</li></ul>

Consultations (for thesis)	<ul style="list-style-type: none"> <li>• <b>Verbal</b> (students will be given consultations. They will discuss with the supervisor the plan/contents of articles and thesis; during the defense students will have to present their results verbally)</li> <li>• <b>Action-oriented method</b> (supervisor and student will together work out the plan, key words for literature search, analyze what has been written by the student, finding the ways to improve it)</li> </ul>
Independent work	<ul style="list-style-type: none"> <li>• problem-based teaching</li> <li>• case study</li> <li>• preparing a presentation</li> <li>• preparing a project</li> <li>• doing homework</li> <li>• learning through electronic sources</li> </ul>

### 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:

- a) five types of positive grades:
  - 1) (A) Excellent – 91-100 points of assessment;
  - 2) (B) Very good – 81-90 points of maximal assessment;
  - 3) (C) Good - 71-80 points of maximal assessment;
  - 4) (D) Satisfactory - 61-70 points of maximal assessment;
  - 5) (E) Enough - 51-60 points of maximal assessment;
- b) two types of negative grades:
  - 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
  - 2) (F) Fail – 40 points and less of maximal assessment, 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 minimal 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.

**Assessment criteria for thesis:**

	Criteria	Maximum possible evaluation	Given point
1	Urgence	10	

2	Practical value of reasearch	10	
3	Theoretical value	10	
4	Novelty	10	
5	Depth of the research material, uniqueness of the conclusions	15	
6	Convincing research results(experiment/statistical data, arguments)	5	
7	Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)	15	
8	During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology.	15	
9	Quality of audio-visual aids	10	
Total		100	Defended / Could not deffend

(see in detail in the corresponding syllabus)

### Specificities of the Organization of the Teaching Process:

Education includes 2 academic years (4 semesters), one academic year consists of 38 weeks, and from these we have 15 lecturing weeks (including midterm evaluation), and 4 session weeks in a semester. Assessment form is according to ECTS, in the third semester student has to undergo internship and in the 4<sup>th</sup> - to write and defend a qualification (MA) thesis.

*To calculate credits we use European Credit transfer System (ECTS):*

1 credit = 25 astronomic hours

*Almost all compulsory courses are 8-10 credit courses, because, compared to bachelor program master program requires more independent work from the students. Besides, master students have to search for more literature and learn the materials more thoroughly. Their more or less equal volume deals with their more or less equal importance for the specialty as well as with approximately equal amount of competences to be formed/developed. Elective courses are 6-credit, as their weight in the program is less.*

The majority of courses are compulsory (60 credits), in the third semester there is Internship in university (6 credits), nine courses are elective (students should score 24 credits). In the 4<sup>th</sup> semester students write and defend a Master Thesis (30 credits).

Students admitted to the program may have a B2 level certificate in English, but they may be unable to communicate on professional issues in English. The process of education is delivered in English, so all courses, besides the competences typical for them, enhance professional communication skills in English.

**Field of Employment:**

Administrative personnel in the field of higher education.

Also, students can continue studies on the doctorate level.

**Information Concerning Material Resources Necessary for the Implementation of the programme:**

Compulsory literature indicated in syllabus is available in the library, electronic library, on university web-page lecturers' presentations will be uploaded (as soon as the corresponding courses are opened), and all lecture-rooms are equipped with computers and projectors. Within TEMPUS project MAHATMA educational materials were purchased, as well as software necessary for research.

**Information Concerning Human Resources Necessary for the Implementation of the programme:**

[Give the information about the academic and invited personnel implementing the educational programme.]

**Information about the human resources for implementation of the program**

Course	Name,Surname	Degree/Position
Research and Study Skills in Education	Nikoloz Parjanadze	Dr.,Prof., Affiliated Prof.

Higher Education Administration	Nikoloz Parjanadze	Dr., Prof., Affiliated Prof.
Higher Education	Natela Doghonadze	Dr.,Prof., Affiliated Prof.
	Nino Tvalchrelidze	Assoc. Prof., Affiliated Assoc. Prof.
History of Higher Education	Ekaterine Pipia	Dr.,Prof., Affiliated Prof.
General and Higher Education Psychology	Natela Doghonadze	Dr.,Prof., Affiliated Prof.
	Nino Tvalchrelidze	Assoc. Prof., Affiliated Assoc. Prof.
Adult Education	Natela Doghonadze	Dr.,Prof., Affiliated Prof.
	Nino Tvalchrelidze	Dr. Assoc. Prof., Affiliated Prof.
Financial Management of Education	Sophio Khundadze	Dr., Assoc. Prof., Affiliated
Curriculum and syllabus Development in Higher Education	Goderdzi Buchashvili/	Assoc. Prof., Affiliated
	Ekaterine Pipia	Dr.,Prof., Affiliated Prof.
Assessment methods in Higher Education	Ekaterine Pipia	Dr.,Prof., Affiliated Prof.
Research and Study Skills	Nikoloz Parjanadze	Dr.,Prof., Affiliated Prof.
Global education	Irma Mesiridze	Dr., Assoc. Prof., Affiliated
Sociology of education	Irma Mesiridze	Dr., Assoc. Prof., Affiliated
Culture and academic achievement in education	Irma Mesiridze	Dr., Assoc. Prof., Affiliated
Leadership in higher education	Irma Mesiridze	Dr., Assoc. Prof., Affiliated
Higher Educational Law	Mariam Bandzeladze	Dr., Assoc. Prof.

Quality assurance in Higher Education	Diana Mtchedlishvili	Dr., Assoc. Prof., Head of Quality Assurance Service at IBSU, Affiliated Prof.
Internship	Murat Erguvan	Dr., Assoc. Prof., Affiliated , Vice Rector
Master Thesis in Education Management	full and assoc. professors in education, invited lecturers with a Ph.D. degree	

## Study Plan

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters				Distribution of hours							Number of hours per week		
				I s.y.		II s.y.		Contact hours				Independent work	Total number of hours	Lecture	Seminar / Practical work / Midterm exam(s)	Total number of hours	
				I Semester	II Semester	III Semester	IV Semester	Lecture	Seminar / Practical work / lab work / consultation	Midterm exam(s)	Final exam						Total number of contact hours
1	Research and Study Skills in Education	Compulsory	10	x				28	30	2	3	63	187	250	2	2	4
2	Higher Education Administration	Compulsory	10	x				28	30	2	3	63	187	250	2	2	4

NB:

3	Quality Assurance in Higher Education	Compulsory	10	x				30	27	3	3	63	187	250	2	2	4
4	Higher Education	Compulsory	8		x			16	26	3	3	48	152	200	1	2	3
5	Leadership in Higher Education	Compulsory	8		x			29	13	3	3	48	152	200	2	1	3
6	Higher Education Law	Compulsory	8		x			21	21	3	3	48	152	200	2	1	3
7	Financial issues of education	Compulsory	6		x			15	24	6	3	48	102	150	1	2	3
8	Internship	Compulsory	6			x		0	45	0	0	45	105	150	0	3	3
9	General and Higher Education Psychology	Elective	6			X		15	13	2	2	32	118	150	1	1	2
10	Adult Education	Elective	6			x		15	13	2	2	32	118	150	1	1	2
11	History of Higher Education	Elective	6			x*		15	13	2	2	32	118	150	1	1	2
12	Assessment Methods in Higher Education	Elective	6			x*		15	13	2	2	32	118	150	1	1	2
13	Global Education	Elective	6			x**		15	13	2	2	32	118	150	1	1	2
14	Sociology of Education	Elective	6			x**		15	13	2	2	32	118	150	1	1	2
15	Culture and Academic Achievements in Education	Elective/Free	6			X***		15	13	2	2	32	118	150	1	1	2
16	Curriculum and Syllabus Development in Higher Education	Elective/Free	6			X***		15	13	2	2	32	118	150	1	1	2
17	Master thesis	Compulsory	30				x	0	30	0	0	30	720	750	0	2	2
<b>Total number</b>			<b>120</b>					227	298	30	29	584	2416	3000			

- 1) While viewing the contact hours, it is necessary to take into consideration that hours are not homogeneously distributed between weeks: in the first week there are no seminars, as students have not yet studied independently the materials necessary for seminars. Besides, the course “Higher Education Law” applies 2 lectures and one seminar per week before the midterm and 1 lecture and 2 seminars after the midterm.
- 2) From 24 credits of elective courses student has the right to elect 6 credits under free credits.

## Additional table of curriculum

Study course/ practical / research component	code	semester	prerequisite	lecturer	compulsory literature
Research and Study Skills	EDU 543	1	none	Prof. Nikoloz Parjanadze	<ul style="list-style-type: none"> <li>• Arthur, J., Waring, M., Coe, R., &amp; V. Hedges, L. (Edits.) (2012). <i>Research Methods and Methodologies in Education</i>. Los Angeles: SAGE Publications</li> <li>• Briggs, A., Coleman, M., &amp; Morrison, M. (Edits.) (2012). <i>Research Methods in Educational Leadership and Management</i>. Los Angeles: SAGE Publications</li> <li>• IBSU. (2015). <i>Guidelines for Thesis Writing - IBSU Regulations on Thesis Writing</i>. Tbilisi: International Black Sea University.</li> </ul>
Higher Education Administration	HEA 103	1	none	Prof. Nikoloz Parjanadze	<ul style="list-style-type: none"> <li>• Huisman, J. &amp; Pausits, A. (Eds.). (2010). <i>Higher Education Management and Development: Compendium for Managers</i>. Germany: Waxmann Verlag GmbH.</li> <li>• Fullan, M. &amp; Scott, G. (2009). <i>Turnaround Leadership for Higher Education</i>. San Francisco: Jossey-Bass.</li> <li>• Weingartner, R. H. (2011). <i>Fitting Form to Function: A Primer on the Organization of Academic Institutions</i>. Plymouth: Oryx Press.</li> </ul>
Quality Assurance in Higher Education	HEA 117	1	none		<ul style="list-style-type: none"> <li>• Edward Sallis (2002), <i>Total Quality Management in Education</i>, Routledge – Taylor &amp; Francis Group, London and New York.</li> <li>• Lattuca, L. R., and Stark, J. S. (2009). <i>Shaping the College Curriculum: Academic Plans in Context</i>. San Francisco: Jossey-Bass.</li> <li>• <a href="http://eqe.ge/eng/education/highest_education/bologna_process">http://eqe.ge/eng/education/highest_education/bologna_process</a></li> <li>• <a href="http://mes.gov.ge/content.php?id=1856&amp;lang=eng">http://mes.gov.ge/content.php?id=1856&amp;lang=eng</a></li> <li>• <a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/</a></li> <li>• <a href="http://www.tcd.ie/teaching-learning/academic_development/assets/pdf/dublin_descriptors.pdf">www.tcd.ie/teaching-learning/academic_development/assets/pdf/dublin_descriptors.pdf</a></li> <li>• <a href="http://eqe.ge/eng/mobility">http://eqe.ge/eng/mobility</a></li> <li>• <a href="http://eqe.ge/eng/education/internationalisation">http://eqe.ge/eng/education/internationalisation</a></li> <li>• <a href="http://eqe.ge/eng/education/highest_education/diploma_forms">http://eqe.ge/eng/education/highest_education/diploma_forms</a></li> <li>• <a href="http://eqe.ge/eng/education/highest_education/diploma_supplement">http://eqe.ge/eng/education/highest_education/diploma_supplement</a></li> <li>• Georgian Law „On Higher Education”, <a href="http://eqe.ge/uploads/LawsRegulaions/LAWOFGEORGIAONHIGHEREDUCATION.pdf">http://eqe.ge/uploads/LawsRegulaions/LAWOFGEORGIAONHIGHEREDUCATION.pdf</a></li> <li>• Georgian Law „On Education Quality Enhancement”, <a href="http://eqe.ge/uploads/LawsRegulaions/ENG/Law_Education_Quality_Development_2107_2010_ENG.pdf">http://eqe.ge/uploads/LawsRegulaions/ENG/Law_Education_Quality_Development_2107_2010_ENG.pdf</a></li> </ul>



					<ul style="list-style-type: none"> <li>• <a href="http://eqe.ge/uploads/Accreditation/handbookgeo-finalised_last.pdf">http://eqe.ge/uploads/Accreditation/handbookgeo-finalised_last.pdf</a></li> <li>• Order N3 of the Minister of Education and Science of Georgia , January 5, 2007, On the Approval of the Procedure of Calculation of Higher Education Programmes in Credits, <a href="http://eqe.ge/uploads/LawsRegulaions/4_02_2013/3N.doc">http://eqe.ge/uploads/LawsRegulaions/4_02_2013/3N.doc</a></li> <li>• Order No 120/N of the Minister of Education and Science of Georgia, December10, 2010, On the Approval of the National Qualifications Framework, <a href="http://eqe.ge/uploads/LawsRegulaions/ENG/NQF_new.pdf">http://eqe.ge/uploads/LawsRegulaions/ENG/NQF_new.pdf</a></li> <li>• Order N 99/N of the Minister of Education and Science of Georgia, October 1, 2010, On the Approval of the Educational Institutions Authorisation Charter and of Authorisation Fees <a href="http://eqe.ge/uploads/System/99_AuthorisationRegulation_ENNEW.pdf">http://eqe.ge/uploads/System/99_AuthorisationRegulation_ENNEW.pdf</a></li> <li>• <a href="http://eqe.ge/eng/authorisation">http://eqe.ge/eng/authorisation</a></li> <li>• Order N65/N of the Minister of Education and Science of Georgia, May 4, 2010, On the Approval of the Regulation for the Accreditation of Educational Programmes of the Educational Institutions and Accreditation Fee, <a href="http://eqe.ge/uploads/System/AccreditationRegulation.pdf">http://eqe.ge/uploads/System/AccreditationRegulation.pdf</a></li> <li>• <a href="http://eqe.ge/eng/accreditation">http://eqe.ge/eng/accreditation</a></li> <li>• <a href="http://eqe.ge/geo/education/highest_education/benchmarks">http://eqe.ge/geo/education/highest_education/benchmarks</a></li> <li>• Order N 10/N of the Minister of Education and Science of Georgia, February 4, 2010, On the Approval of the Procedure of Movement between Higher Education Institution <a href="http://eqe.ge/uploads/LawsRegulaions/ENG/mobilobisdebuleba_EN.pdf">http://eqe.ge/uploads/LawsRegulaions/ENG/mobilobisdebuleba_EN.pdf</a></li> <li>• <a href="http://eqe.ge/uploads/Authorisation/authorisationreccommendations_ENG.pdf">http://eqe.ge/uploads/Authorisation/authorisationreccommendations_ENG.pdf</a></li> <li>• <a href="http://www.unesco-bamako.org/guide/fp/Module4.pdf">http://www.unesco-bamako.org/guide/fp/Module4.pdf</a></li> <li>• Association for professional research. Top-Down Versus Bottom-Up Paradigms of Undergraduate Business School Assurance of Learning Techniques.</li> </ul>
Higher Education	HEA 101	2	none	Prof. Natela Doghonadze / Assoc. Prof. Nino Tvaltchrelidze	<ul style="list-style-type: none"> <li>• Ramsden, P. (2003). Learning to Teach in Higher Education. Routledge: N.-Y. – available at IBSU library</li> <li>• Kauchak, D. and Eggen, P. (2005). Introduction to Teaching. Pearson Education International – available at IBSU library</li> </ul>
Leadership in Higher Education	HEA 104	2	none	Assoc. Prof. Irma Mesiridze	<ul style="list-style-type: none"> <li>• Adriana J. Kezar, Rozana Carducci and Melissa Contreras-McGavin - Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership: ASHE Higher Education Report; A Wiley Company, at Jossey-Bass, San Francisco, 2006.</li> <li>• Michael Fullan and Geoff Scott – Turnaround Leadership for Higher Education; Jossey Bass, San Francisco, 2009.</li> <li>• Stuart C. Smith; Philip K. Piele – School Leadership; Corwin Press, 2006.</li> <li>• Lee G. Bolman and Joan V. Gallos- Reframing Academic Leadership, John Wiley &amp; Sons, Jossey –Bass, San Francisco, 2011</li> </ul>

Higher Education Law	HEA 106	2	none	Assoc. Prof. Mariam Bandzeladze	<ul style="list-style-type: none"> <li>• Kaplin, W.A. &amp; Lee, B.A. (2007). <i>The law of higher education student version</i>. San Francisco: Jossey-Bass – available at University library</li> <li>• Law and Ethics in Educational Leadership (2nd Edition) (Allyn &amp; Bacon Educational Leadership) – available at University library</li> <li>• Georgian Law on Higher Education – available at <a href="http://eqe.ge/uploads/LawsRegulaions/LAWOFGEORGIAONHIGHEREDUCATION.pdf">http://eqe.ge/uploads/LawsRegulaions/LAWOFGEORGIAONHIGHEREDUCATION.pdf</a></li> <li>• <a href="http://eqe.ge/uploads/news_thumb/Mobiloba_2013_shemodgoma.pdf">http://eqe.ge/uploads/news_thumb/Mobiloba_2013_shemodgoma.pdf</a></li> <li>• <a href="http://eqe.ge/uploads/LawsRegulaions/14_Aprili_2013/99n.doc">http://eqe.ge/uploads/LawsRegulaions/14_Aprili_2013/99n.doc</a></li> <li>• <a href="http://eqe.ge/uploads/System/AccreditaioinRegulation.pdf">eqe.ge/uploads/System/AccreditaioinRegulation.pdf</a></li> <li>• <a href="http://eqe.ge/uploads/LawsRegulaions/4_02_2013/3N.doc">http://eqe.ge/uploads/LawsRegulaions/4_02_2013/3N.doc</a></li> <li>• <a href="http://eqe.ge/uploads/LawsRegulaions/ENG/NQF_new.pdf">http://eqe.ge/uploads/LawsRegulaions/ENG/NQF_new.pdf</a></li> </ul>
Financial issues of education	HEA 105	2	none	Assoc. Prof. Sophio Khundadze	<ul style="list-style-type: none"> <li>• Margaret J. Barr, George S. McClellan (2011). <i>Budgets and Financial Management in Higher Education</i>. Jossey-Bass.</li> <li>• Eric Morgan, Malcolm Prowle (2005). <i>Financial Management and Control in Higher Education</i>. Routledge Falmer.</li> </ul>
Internship	HEA 107	3	none	Invited lecturer Murat Erguvan, PhD	-
General and Higher Education Psychology	HEA 108	3	none	Prof. Natela Doghonadze / Assoc. Prof. Nino Tvaltchrelidze	<ul style="list-style-type: none"> <li>• Ciccarelli, S.Meyer, G. (2006). <i>Psychology</i>. Upper Saddle River: Pearson, Prentice Hall</li> <li>• Doghonadze, N. (2014). <i>General and Higher Education Psychology</i>. Course notes.</li> <li>• Tennant, M. (2006). <i>Psychology and adult learning</i>. Routledge</li> </ul>
Adult Education	HEA 109	3	none	Prof. Natela Doghonadze / Assoc. Prof. Nino Tvaltchrelidze	<ul style="list-style-type: none"> <li>• Merriam, S.B., Caffarella, R.S., Baumgartner, L.M. (2006). <i>Learning in Adulthood: A Comprehensive Guide</i></li> <li>• Knowles, M.S., Swanson, R.A., Elwood, F.H. (2011) <i>The Adult Learner: The definitive classic in adult education and human resource development</i>. Butterworth-Heinemann: Woburn</li> </ul>
History of Higher Education	HEA 110	3	none	Prof. Ekaterine Pipia	<ul style="list-style-type: none"> <li>• Hilde de Ridder-Symoens (2003), <i>A History of University in Europe, Universities in Middle Ages, Volume I</i>, Cambridge University Press</li> <li>• Hilde de Ridder-Symoens (2003), <i>A History of University in Europe, Universities in Early Modern Europe (1500-1800), Volume II</i>, Cambridge University Press</li> </ul>

						<ul style="list-style-type: none"> <li>Walter Rüegg (2004), <i>A History of University in Europe, Universities in Nineteenth and Early Twentieth Centuries, Volume III</i>, Cambridge University Press</li> <li>Walter Rüegg (2011), <i>A History of University in Europe, Universities since 1945, Volume IV</i>, Cambridge University Press</li> </ul>
Assessment Methods in Higher Education	HEA 111	3	none	Prof. Ekaterine Pipia	<ul style="list-style-type: none"> <li>Cecil R. Reynoldson &amp; Ronald B. Livingston &amp; Victor Willson (2009), <i>Measurement and assessment in education</i>, Pearson</li> <li>John Heywood (2010) <i>Assessment in Higher Education: Student Learning, Teaching, Programmes and Institutions (Higher Education Policy)</i>, Jessica Kingsley Publishers, London and Philadelphia</li> <li><a href="http://eqe.ge/uploads/LawsRegulations/4_02_2013/3N.doc">http://eqe.ge/uploads/LawsRegulations/4_02_2013/3N.doc</a></li> </ul>	
Global Education	HEA 112	3	none	Assoc. Prof. Irma Mesiridze	<ul style="list-style-type: none"> <li>Felix Maringe and Nik Foskett - <i>Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives</i>; A Bloomsbury company, London. 2012</li> <li>Marcelo Suarez-Orozco and Desiree B. Qin-Hilliard – <i>Globalization: Culture and Education in the New Millennium</i>; University of California Press, Ltd, London. 2004.</li> <li>Kemal Guruz – <i>Higher Education and International Student Mobility in the Global Knowledge Economy</i>; State University of New York, 2008.</li> </ul>	
Sociology of Education	HEA 113	3	none	Assoc. Prof. Irma Mesiridze	<ul style="list-style-type: none"> <li>Jeanne H. Ballantine and Floyd M. Hammack - <i>The Sociology of Education: A Systematic Analysis</i>; Pearson Education, Inc. 2011</li> <li>Margaret L. Anderson and Howard F. Taylor- <i>Sociology: The Essentials</i>. Wadsworth, Cengage Learning, U.S. 2012.</li> <li>Emma Smith - <i>Key Issues in Education and Social Justice</i>, SAGE, California, 2012.</li> <li>Silvia M. Hale – <i>Controversies in Sociology: A Canadian Introduction</i>; Clark Pitman, Ontario, 1990</li> </ul>	
Culture and Academic Achievements in Education	HEA 114	3	none	Assoc. Prof. Irma Mesiridze	<ol style="list-style-type: none"> <li>Alexandre Marc- <i>Delivering Services in Multicultural Societies</i>; World Bank Publications, 2009.</li> <li>Natasha K. Wariko – <i>Balancing Acts: Youth Culture in the Global City</i>; University of California Press, 2011.</li> <li>Emma Smith - <i>Key Issues in Education and Social Justice</i>, SAGE, California, 2012.</li> <li>Mitja Sardoc- <i>Tolerance, Respect, and Recognition in Education</i>; Willey-Blackwell, West Sussex, UK, 2010.</li> <li>Guofang Wan – <i>The Education of Diverse Student Population: A Global Perspective</i>; Springer, OH, 2010.</li> </ol>	
Curriculum and Syllabus Development in Higher Education	HEA 116	3	none	Prof. Ekaterine Pipia	<ul style="list-style-type: none"> <li>Lattuca, L. R., and Stark, J. S. (2009). <i>Shaping the College Curriculum: Academic Plans in Context</i>. San Francisco: Jossey-Bass.</li> <li>Diamond, R.M. (2008). <i>Designing and assessing courses and curricula: A practical guide</i>. Jossey-Bass; 3<sup>rd</sup> edition</li> </ul>	

						<ul style="list-style-type: none"> <li>• <a href="http://eqe.ge/uploads/Authorisation/higher.pdf">http://eqe.ge/uploads/Authorisation/higher.pdf</a></li> <li>• <a href="http://eqe.ge/uploads/Authorisation/avtorizaciis_rekomendacia.pdf">http://eqe.ge/uploads/Authorisation/avtorizaciis_rekomendacia.pdf</a></li> </ul>
7	Master thesis	HEA 118	4	All compulsory courses	All Assoc. professors and professors involved in the program; invited lecturers with PhD in Education	-