

Reviewed at the Faculty Council Meeting:

Meeting minutes №810-21, 14.07.2021

Approved by the Decision of the Governing Board;

Resolution №18, 16.07.2021

Last changes reviewed at the Faculty Council meeting:

Minutes №8-25, 01.09.2025

Approved by the Decision of the Governing Board;

Resolution №21, 05.09.2025

Master's Educational Program in Education Administration

Education level: Master's (Level II of Higher Academic Education)

Language of instruction: Georgian

Type of educational program: academic, major

Detailed field name and code: 0188 Interdisciplinary – covers education

Qualification to be awarded: Master of Education Administration

Duration of the study: 2 years (4 terms)

Scope of the educational program: 120 ECTS credits

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Prerequisites for Admission on the Program

Admission Requirements for Master's Program in Education Administration:

Individuals eligible for enrollment must have a Bachelor's degree or its equivalent and must be admitted based on: Common Master's Examination results or Internal/external mobility or without taking Common Master's Examinations in accordance with Georgian legislation

Additional admission requirements at European University include internal university examinations in: Subject of the field and English language

The examination topics and assessment criteria will be published on the university website (www.eu.edu.ge) at least three months before the exam date.

English Language Requirements: Mandatory B2 level proficiency in English. English language proficiency is determined according to "European University Student Language Competency Assessment Rules" (approved by Rector's Order №247, September 14, 2020).

B2 level can be verified through the following certificates: IELTS exam – 5.5; BEC exam and CELS exam – Vantage; Cambridge exam – FCE; TOEIC – 785; TOEFL iBT – 72; TOEFL ITP – 543; EnglishScore – 400.

Completion of an English-language educational program (in Georgia or abroad) may also be considered as proof of B2 level proficiency. Documentary evidence is required for all qualifications."

The following will be granted the right to study in the program without passing the Common Master's Examinations:

The right to study without passing the Common Master's Examinations will be granted to:

Persons who are eligible for university enrollment without taking Unified National Examinations/Common Master's Examinations according to Order №224/N of December 29, 2011, by the Minister of Education and Science of Georgia 'On Approval of the Rule for Submission and Review of Documents by Applicants/Master's Candidates/Students Eligible to Study without Passing Unified National Examinations/Common Master's Examinations in Higher Education Institutions.'

These individuals must demonstrate Georgian language proficiency at B2 level in accordance with the 'European University Student Language Competency Assessment Rules.'

Persons admitted to the program without taking the Common Master's Examinations are not exempt from internal university examinations (in field subject and English language-B2 level)."

The following are also eligible for admission to the program:

Students transferred through mobility in accordance with Order №10/N of February 4, 2010, by the Minister of Education and Science of Georgia 'On Approval of the Rule and Fee for Transfer from One Higher Education Institution to Another Higher Education Institution.

Relevance of the Program

Today, Georgia faces a critical challenge: to strengthen the state, promote economic growth and development, ensure political stability, advance European integration, and achieve equal and equitable partnership status among leading Western nations. On this path, education plays a crucial role, as a knowledge-based society is the foundation of success for all leading countries. Such a society (with a knowledge-based economy as a key component) views education through two lenses: 1) as a means to improve production and business/service processes, thus enhancing national income, and 2) as a service that represents an intellectual product in itself, serving as an important source of revenue for the state budget.

Numerous studies in the field of education confirm the significant impact of education on economic progress and development. Moreover, the successful establishment of European statehood is closely linked to the formation of effective education systems. Both of these aspects are therefore essential for Georgia, which seeks to build a) a strong, democratic state and b) foster economic development. Prioritizing and reforming the education sector has repeatedly been a central goal of the Georgian government. Consequently, it is crucial to prepare specialists within the education sector, specifically leaders of educational institutions, who will play a key role in revitalizing the system. Given the large number of educational institutions in Georgia, it stands to reason that there is high demand for specialists in education administration at upper and middle management levels in these institutions.

Program Objective

The objective of the Education Administration program, and accordingly its content, takes into account various factors: the mission of the European University, the goals and objectives of the Faculty, the specifics of the education sector in both the Georgian and international contexts, and trends in the Georgian and international employment markets within the field of education. Consequently, the program aims to prepare highly qualified specialists in education administration who are equipped with contemporary knowledge and skills aligned with modern educational standards and requirements:

1. In-depth and systematic knowledge of theories in educational leadership, management, and administration, as well as the nuances of implementing these theories in practice; additionally, a strong grasp of research methodology and methods in the field of education, the legislative framework for school, vocational, and higher education institutions, and the trends and context of education both nationally and internationally. This knowledge is essential for an educational leader to effectively manage the education system and educational institutions.
2. The ability to apply theoretical knowledge acquired through core courses in practice, specifically the skills necessary to analyze critical issues in the management of educational institutions, conduct research on important sector-specific issues, and make informed, data-driven decisions to address challenges within the field.
3. An understanding of the values within the education field, professional ethics, and a sense of social responsibility towards oneself, society, and the nation.

Accordingly, graduates will be competitive in both local and international job markets and will have the capability to contribute to the advancement of the field and the realization of Georgia's national interests.

Learning Outcomes

The learning outcomes of the Master's Program in Education Administration correspond to the seventh level of the higher education qualifications framework (second cycle of higher education – master's level) and ensure the achievement of learning outcomes aligned with the qualifications descriptors.

Upon completion of the Master's Program in Education Administration, graduates will develop the following competencies:

Program Learning Outcomes	Description of learning outcomes
<i>Knowledge and understanding:</i>	<i>A graduate of the Master's program has in-depth and systematic knowledge and skills in the field of education administration, based on which:</i>
1	Names, explains and describes in depth the main theories, directions and practices of educational leadership, administration and management, education (teaching-learning, pedagogy, didactics).
2	Describes in depth the Georgian education system (school, vocational, higher) and, taking into account the legislative framework of the relevant level, explains important issues of management specificity.

3	Identifies and classifies those issues that distinguish school, vocational and higher educational institutions from each other in terms of administration.
4	Describes and explains in detail the main theories of teaching and learning and the values of the educational sphere, which determine the specifics of the management of educational institutions and what must be taken into account in the process of management and administration, for the development of society and the state.
Skills	<i>Based on the skills developed within the Master's program, graduates will:</i>
5	Using knowledge of the legislative framework, teaching and learning theories and the specifics of the sphere, analyzes the educational system or institution in a complex way, identifies existing simple or complex problems and consistently develops ways to solve the problem in accordance with state interests, societal values and requirements, and current educational standards and goals.
6	Analyzes a specific educational context and, based on the information obtained from the analysis, develops an effective management style and plans a consistent strategy of action.
7	In accordance with professional ethics and modern values, plans research in detail to study important issues in the educational field and consistently and independently implements it in accordance with academic standards and with complex approaches. Presents research results to academic, professional, or other interested audiences.
Responsibility and autonomy	<i>Based on the education received within the framework of the Master's program, a graduate:</i>
8	Recognizes and takes into account the principles of academic freedom and integrity, as well as professional ethical norms and values, in the process of studying, researching, and analyzing important issues in the educational context.

The learning outcomes of the educational program are consistent with the program objectives (see Program **Appendix 1** – Map of Relevance of Program Objectives and Learning Outcomes).

The components of the educational program ensure the achievement of the program learning outcomes (see Program **Appendix 2** – Map of Program Learning Outcomes).

Program Volume

The Master's Program of Education Administration is built on the basis of the European Credit Transfer System (ECTS), is student-oriented and is based on the student's academic workload, which is required to achieve the goals and outcomes of the educational program.

The duration of the program is 2 academic years (4 semesters) and includes 120 (ECTS) credits (3000 hours in total).

1 credit includes 25 astronomical hours; a credit in a unit of time (hours) reflects the amount of work required by the student to master the relevant course of study of the program and achieve the learning outcomes. A credit takes into account contact and independent work hours.

During the semester, a student must complete 30 credits (30 credits = 750 hours), and during the academic year - 60 credits, however, depending on the individual workload of the student, the number of credits during the academic year may be less than or more than 60, but not more than 75 credits.

The university is authorized, depending on educational goals, to implement the teaching-learning process within the framework of master's degree educational programs with a part-time load.

One academic year consists of 42 weeks, one semester consists of 21 weeks, of which 15 weeks are academic, and the remaining 6 weeks are sessional. The 8th and 9th weeks are devoted to midterm exams, the 18th and 20th weeks are the period of final exams, and the 21st week is the period of additional exams. The interval between the final and the corresponding additional exam is at least 5 days from the announcement of the final exam results.

Program Structure

The content and structure of the educational program in Education Administration take into account many factors - the mission of the European University, the goals and objectives of the Faculty, the specificity of the field of education in both Georgian and international contexts, Georgian and international employment market trends in the field of education. Also, the experience of implementing similar programs by leading Georgian and several Western universities is taken into account. For the Georgian reality, the program is one of the most distinctive, as it includes three levels of education - school, vocational and higher education.

Taking into account the master's competencies defined in the Higher Education Qualifications Framework and the requirements of the employment market, the master's preparation is carried out through educational and research components. The program includes 120 credits, of which:

- **Educational component - 90 credits, including:**
 - a) Compulsory educational component of the main field of study - 75 credits (including the practice component with a total of 6 credits);
 - b) Optional educational component of the main field of study - 10 credits;
 - c) Free component, within the framework of which the student is given the opportunity to choose any course of study from the educational program of the corresponding level valid at the university, subject to compliance with the prerequisites for admission to the course of study - 5 credits.
- **Research component (master's thesis) - 30 credits.**

Within the framework of the program, optional components include courses aimed at deepening knowledge and skills related to the field of education, from which the student can choose from the courses offered in the optional component of the educational program (with a total of 43 credits), from which the master's student can choose the courses he or she wants based on his or her own educational/research interests - with a total of 10 credits.

The logical sequence of the formation of the competencies to be achieved determines the content, structure and curriculum of the master's program. The prerequisites for admission to the program components, the sequence of

components, the semester distribution of component credits, and the student's semester workload are determined within the framework of the Master's educational program in Education Administration.

The components of the educational program, the amount of credits for the components, prerequisites, and the distribution of components by semester are determined by the program curriculum (see Appendix 5 - Program Curriculum).

Student's Knowledge Assessment System

Assessment determines the correspondence of student achievements to specific program outcomes. In the Master of Education Administration educational program, student knowledge assessment is based on criteria that determine whether the student possesses the learning outcomes specified in the course.

The assessment system used within the program complies with the "Rules for Calculating Credits for Higher Education Programs" approved by Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007.

The achievement of learning outcomes is assessed by midterm and final assessments, the sum of which constitutes the final assessment. The maximum final assessment of the course is 100 points.

The evaluation system provides for:

a) Five types of positive evaluation:

a.a) (A) Excellent – 91-100 points;

a.b) (B) Very good – 81-90 points;

a.c) (C) Good – 71-80 points;

a.d) (D) Satisfactory – 61-70 points;

a.e) (E) Sufficient – 51-60 points.

b) Two types of negative evaluation:

b.a) (FX) Unsatisfactory – 41-50 points, which means that the student needs more work to pass and is given the right to take the exam once with independent work;

b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to study the course/subject again.

In the educational program component, if a student receives a failing grade (FX), they are granted the opportunity to take an additional examination. This right is also extended to students who have accumulated a final evaluation of 51 points or higher but have not met the minimum competency threshold for the final exam. The additional exam is scheduled no less than 5 days after the announcement of the final exam results.

The evaluation a student receives on the additional exam does not add to the points obtained in the final evaluation. The evaluation from the additional exam becomes the final evaluation and is reflected in the overall evaluation of the educational program component.

The midterm assessment is divided into components, with a mandatory midterm exam conducted in the 8th–9th week. The midterm assessment evaluates the student's work in group activities, performance on the midterm

exam, and independent work, while the final evaluation is based on the evaluation from the final exam. The methods and weights of the midterm and final assessments are determined by the course instructors within the syllabus framework. The syllabus also outlines the grading criteria for each component.

A student is eligible to take the final exam if they meet the minimum threshold for the midterm assessment. The final exam is considered passed if the student surpasses the minimum threshold set for it.

The following minimum competency thresholds are established for both the midterm assessment and the final exam: 50% for the midterm assessment and 50% +1 for the final exam. A credit is considered earned if the combined points from the midterm and final assessments, surpassing the established minimum thresholds, total 51 points or more.

Instructors, taking into account the specifics of the course, have the authority to establish different (higher) minimum competency thresholds for midterm and final assessments in the syllabus, in line with the applicable requirements of Georgian law. Based on course objectives, outcomes, and characteristics, instructors may also set minimum competency thresholds within assessment methods. Where a minimum competency threshold exists for an assessment method, credit will be awarded only if the student surpasses the minimum threshold for each assessment method, meets the minimum competency thresholds for each assessment component (midterm and final assessment), and achieves a total of at least 51 points in the combined evaluation of midterm and final assessments.

The goal of the assessment methods outlined in the syllabi of the Master's Program in Education Administration is to confirm that each student has achieved the learning outcomes of the respective course. This confirmation is based on objective, transparent criteria focused on course goals and specifics.

Employment Field

A graduate of the Master's Program in Education Administration is qualified to work in three main areas of the education sector: in the administration of general, vocational, and higher educational institutions. They may be employed at any level of the administrative hierarchy within both private and public organizations, including government and non-government organizations focused on educational issues, the Ministry of Education and Science, educational resource centers, consulting firms specializing in education, and educational centers.

The knowledge acquired during the program equips graduates to hold mid- to senior-level management positions and to perform organizational and managerial tasks, administrative duties, information analysis, scientific research, and expert consulting roles in the field of education.

Opportunity of Further Studies

A graduate of the Master's Program in Education Administration, holding a Master's degree in Education Administration, is eligible to pursue further studies at the doctoral level, either in this field or a related discipline.

Note: The Master's program appendices constitute an integral part of the program.

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