



## CAUCASUS UNIVERSITY

## CAUCASUS EDUCATION SCHOOL

Title of educational program	განათლების ლიდერობა და მენეჯმენტი
Title of educational program in English	Education Leadership and Management
Level of higher academic education	Master's
Type of the educational program	Academic
Language of instruction	Georgian
Qualification to be awarded	0413
In Georgian:	განათლების მენეჯმენტის მაგისტრი
In English:	Master of Education Management
Date of program approval	Approved by the order of the President of Caucasus University, August 02, 2024 01/01-51.
Program update date	
Program Coordinator / Co-Coordinator	<b>Aluda Goglichidze</b> - Affiliated Associate Professor of Caucasus University (coordinator) <b>Giorgi Machabeli</b> - Affiliated Assistant Professor of Caucasus University (co-coordinator)

## Program volume in credits

The Master's program in Education Leadership and Management offers students a course structure which is complex and flexible at the same time. This method achieves two things: a) elaboration of the program and b) the optimal way of achieving the student's priorities.

To obtain an academic degree in Education Management, a student shall accumulate 120 ECTS credits spread across 4 semesters with each semester offering 30 ECTS credits.

Accordingly, the estimated duration of the program in Educational Leadership and Management is 2 academic years. The academic year is based on the semester principle. One semester includes 20 academic weeks, therefore, the academic year is planned for 40 weeks. 1 ECTS credit is equal to 25 hours, which includes both the contact time of the student (lecture, seminar, practicum, etc.), as well as the time of his/her independent work (for midterm and final exams, as well as hours for homework preparation and presentation).

Within the program, students are given the opportunity to choose one of 2 concentrations: 1) preschool and general education or 2) vocational and higher education. In both concentrations students must complete 65 credits (which is 54% of the total). These credits include: 35 credits worth of required elective-compulsory courses related to the chosen concentration, 30-credit master's thesis. Students select the topic of their master's thesis from the corresponding concentration.

Choosing the subjects from the optional mandatory blocks (35 credits) will help the student to develop management competencies in the relevant fields of education according to the concentration chosen by him/her.

Research has an important place among the credits. In order to develop research skills, 30 credits are devoted to the master's thesis, and 15 credits to the development of research competencies, which are one of the foundations of master's research, along with field courses or general courses. Out of the 15 credits, 5 credits are allocated to the foundation course (introduction to education research), 5 credits to practice research, and 5 credits are from elective courses - quantitative or qualitative research.

Within the framework of the program, an important role is assigned to the development of practical skills. Practical skills are developed both through individual courses, including research courses, and through working on the master's thesis.

Students also have the option to take a course from a block of elective (free) courses. This choice can be made from the courses of various programs in the university, which do not have a prerequisite course.

In total, the credits within the program are distributed as follows:

1. Mandatory courses for both concentrations - 25 credits;
2. Mandatory courses according to concentrations - 35 credits:
  - 2.1 Pre-school and General Education (35 credits);
  - 2.2 Professional and Higher Education (35 credits);
3. Research Design - 15 credits;
4. Mandatory-elective courses - 10 credits;
5. Free credit - 5 credits;
6. Master's thesis - 30 credits.

After the expiration of the educational leadership and management master's program, a student with academic debt has the right to continue studying for additional semesters (not more than 6 semesters) to complete the educational program, while maintaining student status.

## Precondition for admission to the program

**A prerequisite for admitting students to the Master's program in Education Management are as follows:**

1. Bachelor's or equivalent academic degree;
2. Successfully passing the general master's exam of the relevant type;
3. Confirmation of B2 level knowledge of English language
  - Successfully passing the entrance exam relevant to the specialty of Caucasus School of Education includes understanding and writing English according to the requirements of B2 level (CEFR);
  - An individual may be exempted from this requirement if a B2 English language proficiency certificate is presented (TOEFL, IELTS, CAE, TOEIC, FCE (Grades A, B), CPE or other certificates, if their validity is confirmed) or there are other circumstances defined by the university regulation. Otherwise, the applicant must successfully pass the intra-university test/interview in English.
  - Applicants whose diploma supplement confirms the qualification of English language proficiency at B2 level, or who have completed a bachelor's or master's program in English, are exempted from the presentation of the certificate and the intra-university test in English.
4. Successfully passing the internal exam of Caucasus University (interview);  
At the internal examination held by Caucasus University, based on the interview and documents, the program applicant is evaluated according to the following criteria:
  - motivation to develop leadership and management competencies in education;
  - Analytical thinking, logical reasoning and communication skills;
  - ability to reflect on undergraduate or other previous educational experience;
  - Work experience gained in the educational sector (preference is given in case of equal conditions).
5. Enrollment in the program without passing the general master's exam is carried out according to the rules established by the legislation;
6. Enrollment of students in the program on the basis of mobility is carried out in accordance with the legislation and internal regulations of the University.

## Program Qualification Description

<p><b>Program Goals and Objectives</b></p>	<p>The mission of the Master's Educational Program in Education Leadership and Management of Caucasus School of Education is to train specialists in education management in accordance with the modern challenges of sustainable development, the labor market and the field, all of which recognize education and equal access to it as a fundamental right of any person, and consider the education system as a public good and an instrument of public and individual welfare and progress.</p> <p>The goal of the program is in line with the strategic vision of Caucasus School of Education, as well as with the requirements and challenges of internationalization policy. The goal of the Master's program in Educational Leadership and Management is to train successful leaders/managers with development and results-oriented, critical, positive and strategic thinking, innovative visions and ethical values who:</p> <ol style="list-style-type: none"> <li>1. They are change leaders, lead transformational processes and development plans of educational organizations/institutions, develop educational programs and projects taking into account the challenges of sustainable development and the local economic, social, cultural, political or legal context and international trends, based on objective evidence;</li> <li>2. Create a democratic and inclusive management system, establish a positive organizational culture and high standards of accountability, take care of the continuous development of the organization and society using effective communication;</li> <li>3. Effective implementation of the organization's goals, plans, educational programs and projects is ensured through optimal use of existing resources (human, material-technical, educational, technological);</li> <li>4. They equally care about their own and employees' continuous development, act in compliance with the principles of high academic and professional ethics, ensure the mobilization and motivation of employees, unification around common goals and maximum use of potential, so that they remain faithful to the processes despite difficulties and obstacles.</li> </ol>
<p><b>Program Learning Outcomes</b></p>	<p>After completing the master's education program in Education Leadership and Management of Caucasus School of Education, the graduate will acquire the following competencies:</p> <p><b>Outcome 1. Describes the importance of democratic development/transformation of an educational organization, formulates strategic and operational visions based on objective evidence, taking into account the challenges of sustainable development and the local economic, social, cultural, political or legal context.</b></p> <ol style="list-style-type: none"> <li>1.1. For preschool and general education concentrations: Discusses leadership and management theories, concepts, models or approaches, identifies the challenges of the organization's internal and external environment, and plans, evaluates and implements the activities of preschool and general education organizations;</li> <li>1.2. For professional and higher education concentration: Discusses leadership and management theories, concepts, models or approaches, identifies the challenges of the organization's internal and external environment, and plans, evaluates, and implements the activities of professional and higher education organizations.</li> </ol>

**Performance indicators:**

- 1.1. Describes leadership and management theories, concepts, models or approaches;
- 1.2. Describes the local economic, social, cultural, political and legal context, sustainable development, labor market and sector development challenges and international trends;
- 1.3. Reviews research methods, principles of academic integrity and ethics, and independently makes reasoned strategic decisions based on research results, along with other objective evidence;
- 1.4. Demonstrates deep and systematic knowledge of identifying challenges in the organization's internal and external environment, planning and implementing response strategies and changes with innovative and creative approaches.

**Outcome 2. Defines and develops effective academic and educational programs, projects and strategies in accordance with the principles of value education, long-term plans of the organization, academic integrity and ethical norms.**

**Performance indicators:**

- 2.1. Describes the social mission of education and reviews the importance of social justice and equal access to it.
- 2.2. Analyzes and evaluates the relevance of academic and educational programs, projects and strategies in the context of sustainable development.
- 2.3. In practice, uses the academic and educational standards of the field of education, academic integrity and ethical norms, basic regulatory documents.
- 2.4. Manages and develops academic and educational strategies, programs and projects, taking into account continuous development, risks, costs and benefits.
- 2.5. Evaluates and develops the quality of academic and educational programs and projects.

**Outcome 3. Manages and develops the human resources development policy, takes care of the professional growth of himself and team members/employees, the development of a democratic organizational culture and an inclusive environment;**

**Performance indicators:**

- 3.1. Describes the impact of a democratic and inclusive management system on employee effectiveness, flexibility to change, team resilience, organizational development, and long-term goal achievement.
- 3.2. Formulates human resource management policies in accordance with high academic and professional ethics and legal regulations.
- 3.3. Performs deep and systematic coordination of human resource management processes, relevant development and transformation strategies/changes.
- 3.4. Creates and develops own and team/co-workers professional development and instructional leadership incentive system.

	<p><b>Outcome 4. Establishes a financial and material-technical resource management strategy, introduces modern technologies and disposes resources effectively.</b></p> <p><b>Performance indicators:</b></p> <p>4.1. Connects the role of modern technologies and material-technical resources with successful educational activities.</p> <p>4.2. Analyzes, evaluates and applies in practice the principles, methods and regulatory legal framework of financial and material-technical resource management.</p> <p>4.3. Plans, manages and develops financial and material-technical resources management strategy.</p> <p>4.4. evaluates the efficient and productive management of resources and develops the system.</p> <p><b>Outcome 5. Develops and refines an effective communication strategy, takes care of quality assurance, establishes high standards of transparency and accountability.</b></p> <p><b>Performance indicators:</b></p> <p>5.1. Expresses the need to introduce principles of transparency and accountability for the development of the organization/system.</p> <p>5.2. Manages and develops an effective communication strategy of the organization.</p> <p>5.3. Introduces and develops effective monitoring and evaluation procedures and systems, high standards of transparency and accountability.</p>
<p><b>Areas of employment</b></p>	<p>The graduate can be employed in the public sector, both in the structures and organizations responsible for education at the central and local government levels, as well as in private, non-governmental or international organizations operating in the field of education or pre-school/general and professional/higher education.</p>
<p><b>Opportunities to pursue education</b></p>	<p>The program graduate has the right to continue his/her studies at the doctoral program in accordance with the law.</p>

<p><b>Knowledge Evaluation System</b></p>	<p>Mastering the training courses offered by the educational program takes into account the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.</p> <p>The aim of the evaluation is to assess to what extent the learning outcomes prescribed by the syllabus are reached. The student's evaluation consists of multiple components and evaluates the course goals and learning outcomes by applying measurable criteria and appropriate rubrics. The student's evaluation is based on four major principles: objectivity, trustworthiness, validity and transparency.</p> <p>The students are evaluated according to two sets of evaluation: summative and formative. The aim of the summative assessment is to accurately evaluate the student's performance. It monitors quality of learning and the level of the student's achievement in relation to the goals set by the course. The formative assessment is oriented on the student's development. It gives students appropriate feedback on their achievements.</p>
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The evaluation system includes 100 points and envisages:

- a) Five types of positive grades:
  - a.a) (A) Excellent – 91-100 points of assessment;
  - a.b) (B) Very good – 81-90 points of maximal assessment;
  - a.c) (C) Good – 71-80 points of maximal assessment;
  - a.d) (D) Satisfactory – 61-70 points of maximal assessment;
  - a.e) (E) Sufficient – 51-60 points of maximal assessment;
- b) two negative grades:
  - b.a) (FX) Did not pass – 41-50 points of maximal assessment, which means the student needs to work harder and is allowed to retake the exam one more time after working independently;
  - b.b) (F) Fail – 40 points or less of maximal assessment, which means the student's work is insufficient and he/she has to retake the course.

Students are awarded credits based on the final evaluation comprising the scores of the interim and final exam assessments.

The attainment of student's learning outcomes considers the interim and final evaluations, for which relative proportions out of the total score (100 points) and a minimum competence level are allocated. Namely, out of 100 points, the interim results are allocated 70 points, while the final exam results are 30 points. In interim evaluations the minimum competency barrier to be reached is 59%. The interim evaluation includes assessment methods, the total of which is 70 points. For each assessment method, the evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the student has to accumulate at least 59% of the 70 points to be allowed to take the final exam; The student's final examination is passed, if he/she gets at least 60% of the total 30 points.

In case the student fails to overcome the minimum competency barrier of the final exam, he/she is allowed to retake the final examination. The student shall retake the final exam within the period prescribed by the academic calendar no later than 5 days after announcement of the results of the final exam.

In case the student totally scores 0-50 points or fails to overcome the minimum competency barrier set for any component of the evaluation (Interim/Final exam), he/she shall be given a grade of "F-0".

Both oral and written (test, open questions, research essay, etc.) testings are used to assess students' knowledge. The assessment components and their specific share will be outlined in the syllabus of the specific study course and will be communicated to the student at the beginning of each semester. Before the start of the learning process, the syllabus is loaded into the electronic learning process management system.

The master's thesis is elaborated, assessed and defended in accordance with the requirements of the Matsre's Program Statute of Caucasus School of Education.

### Teaching and learning methods

In the process of teaching and learning, the methods complement each other and move into each other. In the learning process, depending on the specifics of the specific training course, teaching methods will be used, such as: social teaching (cooperative and collaborative) method; Methods of learning by doing, didactic, Socratic, lecture, seminar, discussion, debate, situation modeling, role-playing/simulations, case studies, project (individual and group), problem-based learning (PBL); Presentations, group work, supervision, reflection, etc.

The teaching-learning methods of a specific study course will be reflected in the syllabus of the relevant study course.

One or more of the methods listed above or any other method may be used within the components provided in the program, depending on the specific learning task, which is reflected in the relevant syllabus.

### Persons involved in the program

The following are participants in the implementation of the program:

- 1 professor;
- 6 affiliated associate professors;
- 2 associate professors;
- 7 affiliated assistant professors;
- 8 invited lecturers.

### Other resources of the program

The Caucasus School of Education has signed memorandums of cooperation with Georgian and foreign higher education institutions, as well as governmental, non-governmental and private organizations.

#### **Partner higher education institutions:**

- Iv. Tbilisi State University named after Javakhishvili;
- Akaki Tsereteli State University (Georgia);
- Shota Rustaveli State University (Georgia);
- University of Warsaw "Collegium Civitas" (Poland)
- Adam Mickiewicz University of Poznan (Poland)
- Tallinn University of Technology (Estonia)
- Kibi International University (Japan)

#### **Public and private schools:**

- LEPL Tbilisi's first experimental school
- LEPL Tbilisi #29 public school
- LEPL Tbilisi Public School #36
- LEPL Tbilisi #52 public school
- LEPL Tbilisi Public School No. 63
- LEPL Tbilisi #64 public school
- LEPL Tbilisi Public School #89
- Shota Rustaveli Public school No. 112 of the city of Tbilisi,
- LEPL Tbilisi #122 public school
- LEPL Tbilisi #123 public school
- LEPL Tbilisi #133 public school
- LEPL Tbilisi #136 public school
- LEPL Aleksandre Tsintsadze Tbilisi Public School No. 150 named after
- LEPL Tbilisi Public School #155
- LEPL Tbilisi Public School No. 173
- LEPL Tbilisi Public School No. 175
- LEPL Tbilisi #182 public school
- 212th public school of Tbilisi State University
- Public school #2 of LEPL Abkhazia
- "IB Mountains" LLC
- Robert Schuman European School - Program "A-Z"
- Sh.p.s. Tbilisi General High School "The Elder Scribe"



- "New Lyceum" LLC
- "Newton Free School" LLC
- LLC "Non-state Secular Secondary School Mermis"
- Georgian-Jewish school "Or Avneri"
- "Tbilisi Green School" LLC
- NG School ("New Georgian Gymnasium" LLC)
- SPS general education private school-lyceum "Nunu Beitrishvili Prometheus"
- Public School No. 1 of Daba Kazreti, Bolnisi Municipality, Public School;
- N1 Public School of Tsalki, LEPL
- N2 public school of Marneuli city of LEPL
- Public school #11 of Abkhazia named after Ilya Vekua
- Public school of Vazisubani village of Gurjaani Municipality
- Public school of the village of Kvalghi of Chokhatauri Municipality - Public School
- Public school of the village Shashiani, Gurjaani municipality

**Vocational Institutions:**

- College "Spectri"
- NNLE- College "Modus"
- NNLE College "Icarus"
- NNLE - College "Mermisi"
- NNLE Railway Transport College
- Academy of Business and Technology LLC
- Panacea Public College Ltd
- Business Academy of Georgia LLC - SBA

**Pre-school institutions:**

- NNLE. 6th Kindergarten of the city of Tbilisi;
- NNLE. 37th kindergarten of the city of Tbilisi;
- NNLE. 16th kindergarten of the city of Tbilisi;
- NNLE. 100th kindergarten of the city of Tbilisi;
- NNLE. 25th kindergarten of the city of Tbilisi;
- NNLE. 172nd kindergarten of the city of Tbilisi;
- NNLE. 142nd kindergarten of the city of Tbilisi;
- NNLE. 63rd Kindergarten of Tbilisi City;
- NNLE. 5th Kindergarten of the city of Tbilisi;
- NNLE. 36th Kindergarten of the city of Tbilisi.

**Private and non-governmental organizations:**

- A.I.P Information Society Development Institute;
- House of Writers;
- National Committee of NNLE IP ICOM of Georgia;
- Junior Achievement;
- Civil Education Teachers' Forum;
- Education and research center;
- NNLE Union "Mathematics Teachers' Association"
- Center of civil integration and inter-ethnic relations of A(A)IP
- The Guild of HR Professionals Ltd.

**Material-technical resources**

The material and technical resources owned by the university ensure the achievement of the results envisaged by the educational program. In particular, computers with appropriate software for educational programs and

Internet access are available for students and academic staff. Auditoriums are equipped with appropriate equipment (multimedia projector, computer, audio-video equipment, etc.) and educational equipment (white board, desk, chair).

The book and electronic fund at the disposal of the university ensures the achievement of the results envisaged by the program. Any university student and academic staff can use the library's electronic and printed resources.

An electronic system for evaluating students' knowledge and organizing teaching is used for the availability of evaluations for students, the administration's control of students' academic performance, and the promotion of the educational process. Through the website of the university, where the catalog of educational programs is posted, related to the implementation of educational programs and conducting the educational process, etc. Information, the university ensures publicity and availability of information. The university library has an electronic catalog.

Library - the university library maintains a printed and electronic fund corresponding to the educational program, which is available to students, invited and academic staff (a total of 23,651 units of printed and 7,986 units of electronic books and other publications). The university library has an electronic catalog. The library has a reading hall equipped with appropriate equipment (chairs, tables, computers). In the library, there is a multifunctional photocopier, which the student can use with the help of 3 library employees. In the reading room, students have the opportunity to use the Internet and international electronic resources:

- EBSCO HOST
- Legal Source
- International Security & Counter-Terrorism Reference Center
- MEDLINE with Full Text
- Emerald Accounting, Finance and Economics eJournal
- ScienceDirect
- Scopus
- Sci-val Funding (Funding Institutional)
- HeinOnline
- Taylor and Francis

**Scientific Journals:**

- Cambridge Journals Online
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- European Respiratory Journal
- IMechE Journals
- Mathematical Sciences Publishers Journals
- OpenEdition Journals
- Royal Society Journals Collection
- SAGE Journals
- The Company of Biologist's Journals

**Material resources:**

Caucasus University is located in Tbilisi, Paata Saakadze N1. The total area of the building is 11179.11 sq.m., of which 5248 sq.m. There is a study area. 12 million GEL was invested in the repair works and equipping the building with new equipment, as well as in the landscaping and arrangement of the yard. The following mandatory spaces are allocated in the university building: 62 auditoriums, lobby up to 170 sq.m., conference hall, recreation spaces, administrative spaces, and storage rooms, space for group work, sanitary units, library (265 sq.m.), laboratories, archive, 2 cafeterias (380 sq.m.). This ensures the effective management of the educational and administrative process. Caucasus Business School also has rooms dedicated to the startup accelerator, which are equipped with modern equipment, such as: VR technology, mounting devices, "Smart board" and others.

The University has an efficient electricity supply system; sanitary facilities are separated and appropriately arranged and are continuously supplied with water and are properly maintained. Sanitation and hygiene standards are observed in the sanitary facilities and are provided with constant lighting and ventilation. The territory of Caucasus University is adapted for disabled people (ramps, elevators, etc.). All study rooms have the possibility of both natural and artificial lighting. A central heating system is installed, the territory of the university is protected by the "Magistri" security service, video cameras are installed on the internal and external perimeter for security purposes. Fire prevention, security and medical assistance detection mechanisms have been developed.

Information and communication technologies - there is a laboratory and computer equipment corresponding to the academic educational program, which responds to modern requirements, is connected to the Internet and is available to students, academic, visiting and administrative staff. Computers are provided with appropriate software tools/applications. Auditoriums and computer classes are provided with local network and Internet.

An electronic system for evaluating students' knowledge and organizing teaching is used for the availability of evaluations for students, the administration's control of students' academic performance, and the promotion of the educational process. Through the website of the university, where the catalog of educational programs is posted, related to the implementation of educational programs and conducting the educational process, etc. Information, the university ensures publicity and availability of information. The university library has an electronic catalog.

Caucasus University is equipped with modern computer facilities, photocopier equipment (a significant part of which was updated in 2018). Currently, there are eight computer classes in the university on floors A, B and C. Such classes are equipped with personal computers and multimedia projectors. All auditoriums and libraries are equipped with such projectors and computers. The administration and practically all employees are provided with computers and access to the Internet. The computer park of the university consists of more than 380 units. Office equipment in the form of printers and scanners is added to this. 20 so-called "Smart board", high-speed (high-performance) copiers of the Kyocera company, as well as color copiers of the "HP MFD" type. WiFi is available throughout the university, and telephone connections are provided with IP telephones (for which more than 130 suitable telephones have been purchased). Five units of modern servers operate in the university's server room, and appropriate network equipment is installed on its territory ("Cisco" and "Aruba/HP" switches, Fortinet NG Firewall, wireless controller and access points, etc.). Sh.), with a total of more than 100 such devices. The university is connected to an external network and has internet access of global 400 MB/s and local connection of 1 GB/s. In addition, a backup Internet connection of 30 MB/s.

Work space for academic staff - a working environment equipped with appropriate inventory and equipment (chairs, tables, cabinets, computer connected to the Internet, multifunction photocopier) is created for academic staff.

This resource is available to students, academic, visiting and administrative staff of the University. All interested persons are informed about the possibility of using the mentioned resource and the manner of their use.

### **Program Finances**

The program budget takes into account the income received from students and all expenses necessary for full functioning. Financial calculations are based on the following data collected under the program:

- contact hours required for teaching,
- the number of training courses,

- compensation for lecture hours,
- material support of the student during the teaching process,
- University administration expenses,
- the cost of program development/accreditation/internationalization,
- Allowable unforeseen expenses during the program.

Also, the program budget envisages the University reserve "fund", which serves to cover all costs for the full functioning of the program in case of the minimum number of students. In case of making a change in the program, the program budget is adjusted according to the change.

The program budget is approved by the president of the University and a relevant order is issued to which the program budget calculation is attached.

## Education Leadership and Management (modules, courses, credits)

№	Course Code	Prerequisite	Courses/Module	Year of learning				ECTS Credits
				I		II		
				ECTS Credits				
				I	II	III	IV	
<b>Mandatory Courses (25 ECTS)</b>				<b>15</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>25</b>
1	EMAN5113	N/A	Education Management and Inclusive Leadership	5				5
2	MEDU5113	N/A	Modern Pedagogy and Key Competencies of Education	5				5
3	CONM5113	N/A	Conflict Management and Formation of Non-Violent Environment	5				5
4	PROM5213	N/A	Planning and Management of Educational Projects		5			5
5	TLID6113	EMAN5113	Transformational Leadership and Change Management			5		
<b>Mandatory Courses for Preschool and General Education (PreK-12) Management - (35 ECTS)</b>				<b>10</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>35</b>
6	GEDU5131	N/A	Cultural Foundations of Education and Managing Diversity in Schools	5				5
7	GEDU5132	N/A	Organizational Analysis and Strategic Planning (Preschool and General Education)	5				5
8	GEDU5231	N/A	Curriculum Management (Preschool and General Education)		5			5
9	GEDU5232	N/A	Human Resources Management (Preschool and General Education)		5			5
10	GEDU5233	N/A	Management of Financial and Material-Technical Resources (Preschool and General Education)		5			5
11	GEDU6131	N/A	Quality Management-Innovation and Development (Preschool and General education)			5		5
12	GEDU6132	N/A	Communication and Accountability (Preschool and General Education)			5		5
<b>Mandatory Courses courses for Vocational and Higher Education Management - (35 ECTS)</b>				<b>10</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>35</b>
13	HEDU5131	N/A	Internationalization of Higher Education and Management of University Diversity	5				5
14	HEDU5132	N/A	Organizational Analysis and Strategic Planning (Vocational and Higher Education)	5				5
15	HEDU5231	N/A	Management of Academic and Educational Programs (Vocational and Higher Education)		5			5
16	HEDU5232	N/A	Human Resources Management (Vocational and Higher Education)		5			5
17	HEDU5233	N/A	Management of Financial and Material-Technical Resources (Vocational and Higher Education)		5			5
18	HEDU6131	N/A	Quality Management (Vocational and Higher Education)			5		5

19	HEDU61 132	N/A	Marketing and Communication (Vocational and Higher Education)			5		5
<b>Research Skills Component (15 ECTS)</b>				<b>5</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>15</b>
20	RESE511 3	N/A	Introduction to Educational Research	5				5
21	RESE521 3	RESE511 3	Practice Research Design and Methodology		5			5
22	RESE611 31	RESE511 3	Qualitative Research Design and Methodology			5		5
23	RESE611 32	RESE5 113	Quantitative Research and statistical analysis					5
<b>Mandatory-Elective Courses (10 ECTS)</b>				<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>10</b>
24	OELE52 131	N/A	Education and Social Policy		5			5
25	OELE52 132	N/A	Economics of Education					5
26	OELE61 131	N/A	Human Rights and Inclusive Education - Governance Challenges			5		5
27	OELE61 132	N/A	Education and the Labor Market					5
<b>Free Component (5 ECTS)</b>						<b>5</b>		<b>5</b>
28	FREE 0001	N/A	Free Credits			5		
<b>Master's Paper (30 ECTS)</b>							<b>30</b>	<b>30</b>
29	THES62 13	90 ECTS	Master's Thesis				30	30
<b>ECTS Credits</b>			<b>Per Semester</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>120</b>
			<b>Per Year</b>	<b>60</b>		<b>60</b>		
Number of courses/modules per year								