

## **Master of Arts Program in Educational Administration**

The Master of Arts Program in Educational Administration is designed to prepare professional educators with leadership and management knowledge and skills they will apply to education management. The program trains students to perform leadership roles in various educational settings (high schools as well as higher educational institutions). The program was jointly developed by the School of Education and the School of Economics and Management (MBA). It offers a comprehensive set of subjects that will prepare educational leaders to deeply understand the teaching and learning process, emphasizing student-centered education and the importance of building parent and community relationships that will add value to the management of the institution, enabling leaders to transform the institution into a democratic place where students feel comfortable to learn and staff are empowered to be creative and innovative in their jobs.

The Master of Arts in Educational Administration is a two-year study program. Students are required to earn a total of **96 ECTS** to complete the program. To graduate from the university, a student's GPA must never be lower than 75.

The Program has **two concentrations**: high schools and higher educational institutions. After finalizing the first year of study, which mainly includes MBA subjects, students choose one of the concentrations based on their needs, desires and interests. The Leadership and Management Module, Research, Policy and Practices Module, and some subjects from the Teaching and Learning Module are mandatory for both concentrations.

Students enrolled in this program will take a total of 15 subjects that include 5 courses from the Leadership and Management Module; 6 courses from the Teaching and Learning Module; 2 courses from the Research Module; 1 course from the Policy and Practices Module; and 1 course from Electives. For students who choose the higher educational institutional concentration, 3 of the courses from the Teaching and Learning Module will be replaced with the 3 courses of the Higher Education Core.

An individual study program can also be developed upon request in consultation with an academic advisor, based on the needs of the student.

Students are required to take courses on Leadership and Management, Finance, Law and Policy and Research. Students can choose their electives from a variety of courses offered by the School of Education and the School of Economics and Management.

One of the major requirements of the program is the **Practicum**, where students in the 3<sup>rd</sup> semester of their study lead a series of seminars based on their research findings within different courses. The second semester of the Practicum, which corresponds to the 4<sup>th</sup> semester of study, requires the students to organize and lead related events with the participation of various stakeholders.

The practicum opportunity enriches students' knowledge and ability to manage a school effectively with the minimal resources a school might have. At the same time, it tests students' ability to manage pressures, the requirements of stakeholders, and real-life problems of work environments. The standards, criteria and requirements for conducting seminars and organizing events will be developed together with the academic advisor.

**An internship** is also among the requirements of the program. It will take place during the last semester of the study. Internships will be organized in top high schools in Azerbaijan as well as abroad, depending on the program as well as needs and desires of students. Students can choose to do the Internship or Practicum, which will give students an opportunity to obtain 6 ECTS, or a student may choose to study one more elective course.

Students will take courses from the following modules:

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**Leadership and Management Module** **30 ECTS**

**MGT - Management and Organizations**

This course is an introduction to the field of management. The course is designed to provide students with an understanding of management's functions, styles and role in organizations and society. Students will learn major challenges managers face and how to deal with them. They will learn how to better understand their subordinates and co-workers as well as what skills are required to become an effective manager. Students will also explore topics such as organizational structures and how firms are organized, how to manage in a competitive market, how to examine pricing strategies, production processes and costs, and more. The course also will provide a background in the various fields of business; a general survey of the entire field of economics; and an overview of business and management in the free enterprise system.

**MGT – Finance and Accounting for Managers**

This course is an introduction to Accounting and Finance Management. Students will learn how to run institutional finances effectively, how to calculate and manage risks, how to budget to reduce costs, and how to manage funding, donations and donor relationships. Students will also have an opportunity to look at examples of non-profit organizations functioning in different countries.

**MGT - Leadership and Organizational Behavior**

The Leadership and Organizational Behavior course is designed to give students the knowledge and ability to motivate others into action. Students will learn basics of organizational behavior theories, team dynamics, working in teams, strategies of decision-making, the basics of human motivation and how to apply the theories they have learned, strategies for leading employees and colleagues, and negotiation/conflict resolution.

**MGT – Managing Individuals: students, teachers, parents, and other stakeholders (major)**

This course is designed to enrich the students' ability to manage and lead people in institutional settings. The course will teach the essence of student-centered school management; it will also discuss the following questions: What motivates students? How can administrators motivate teachers? How can parents become involved in the school and in the student learning process? How should the school involve community and other stakeholders to help the school become a highly effective place for teaching and learning?

**ECON – Educational Economics and Planning**

This course is designed to provide a basic understanding of economic issues in education. Students learn why to invest in education and how a person's social background, ability, and other factors influence his/her investment decisions. They also learn to understand and perform market analysis

for school graduates and teachers, and they analyze how prices are determined. The course also teaches students how education affects the national economy. Students examine relationships between economy and education in various countries. Supply and demand, elasticity, market equilibrium basics of economics, education and planning will also be covered.

## **Teaching and Learning Module**

**36 ECTS**

### **EDU – Core of Education: Teaching and Learning**

This course is designed to provide a foundation in teaching and learning theories. The course will teach practical skills for using a variety of instructional methods, planning lessons, identifying students' learning needs, and developing learning objectives and outcomes. It will also teach the delivery of courses so that students remain actively engaged, and how to design courses such that they meet the educational needs of all students.

### **EDU – Classroom Management and Instructional Leadership**

This course is designed to acquaint students with the practices of effective classroom management. The course will teach how to build an effective learning environment, how to use management and behavioral theories to influence student behavior, and how to help students to learn to manage and be responsible for their own behavior.

### **EDU – Educational Administration**

The objective of this course is to enhance students' knowledge and ability to successfully lead institutions so that they provide a safe, friendly environment for teaching and learning. Students will gain the knowledge and ability to teach, manage and lead students with integrity, fairness, and in an ethical manner. Students will learn to demonstrate respect for the dignity of others, to identify the level of confidentiality of various issues, and to maintain honest interactions.

### **EDU –Assessment, Evaluation and Decision Making**

This course is designed to introduce basic ideas of assessment, how to assess classroom activities, including methods for interpretation of assessment results and implementing them in decision making. The course teaches assessment on school, national and international levels.

### **EDU –Curriculum and Program Development**

This course gives students an understanding of the social and psychological foundations of curriculum design. It teaches theories of curriculum development, modern trends, and various assessment strategies within and across teaching disciplines. It also covers topics such as instructional inquiry within classroom management, philosophical foundations for curriculum development, exceptionality, technology, and multi-cultural issues.

### **PSYCH – Educational Psychology**

This course focuses on applying the principles of psychology and research to the practice of education and teaching. It provides teachers and other school professionals with the tools to understand how students learn and what affects this learning process. The main objective of this course is to be able to effectively apply psychological concepts and principles of learning to instructional processes. Students will also become familiar with approaches dealing with the management and motivation of students and measurement of individual differences.

## **Research Module**

**12 ECTS**

### **EDU – Research Methods in Education**

This course teaches students proficiency in using the main research tools applicable in education. It covers subjects such as the basics of research problem formulation, research proposal, research design, different types of study, data collection and information sources, measurement, quantitative and qualitative data processing, hypothesis testing, data analysis, presentation and reporting, and ethics in research.

### **EDU – Information Communication Technology in Education**

This is a practical course on ICT applications as a problem-solving tool. Students start by learning applications of simple MS programs and expand their knowledge to include practical skills for ICT in Education. They explore opportunities to use and apply ICT in teaching and learning.

## **Policy and Practices Module**

**6 ECTS**

### **LAW - Legal Analysis and Public Policy in Education**

This course is built on analysis of legal rights and responsibilities in the classroom as well as laws related to liability, contracts, records, discipline, due process, and schools. The course aims to increase students' awareness of legal requirements affecting educational administrators. It also discusses the laws and policies that govern the education system (specifically in Azerbaijan). It covers issues such as equal education opportunity, special education, school finance, higher education and the law, etc. It will also discuss business law.

## **Electives**

**6 ECTS**

### **EDU – Integrating Inclusive Programs**

This course is designed to provide students with the theory and practice for managing schools with inclusive settings. It also will teach theories of intervention to assist students with behavioral challenges.

### **Business Communications**

The objective of this course is to expose students to different forms of communication that will equip them with knowledge, skills and abilities to professionally express themselves in all forms of communication. Students will be able to develop their letter, proposal, and report writing skills as well as oral presentation skills.

### **MGT – Change Management in Education**

This course covers a wide range of educational reform practices and their implications on a local level. It also teaches how to organize school restructuring, including how to decide what to change and how to build measures to overcome resistance to change. Students are expected to complete the course with thorough knowledge on how to plan, govern and sustain changes in a school system.

### **PSYCH – Human Development**

The objective of this course is to provide basic knowledge relevant to development of the human being from conception until death, including prenatal development and birth, infancy, childhood,

adolescence, adulthood, and death. The course examines theory and research on psychological development through the lifespan, focusing primarily on cognitive and social growth in the early and middle childhood years. The course begins with an overview of developmental theories, approaches, and research methods. Then it chronologically covers the development of the individual through five major periods of life: infancy, early childhood, middle childhood, adolescence and emerging adulthood, and old age.

### **Higher Education Core**

#### **EDU – History and Philosophy of Education**

This course is based on histories and philosophies of educational theory and practices, and examines contemporary issues of leading educational systems. Students will have a chance to explore pedagogies and policies of higher education. Students will be invited to critically analyze and discuss current issues in education.

#### **MKT - Marketing of Higher Education Institutions**

This course is designed to provide students with general principles of strategic marketing. Students will learn about competitive positioning, branding, marketing needs of higher education institutions, internationalization of higher education, reputation and institutional image, student recruitment, identification of target markets, creation of competitive advantages, etc.

#### **MGT - Quality Assurance in Education**

This course is designed to equip students with theoretical and practical knowledge to establish internal policies and mechanisms for quality assurance. They will also be taught to establish standards that apply to higher education in general, and profession and discipline in particular. The students will explore control/accountability and improvement processes.