**MINISTRY OF SCIENCE AND EDUCATION OF THE REPUBLIC OF AZERBAIJAN**
**AZERBAIJAN UNIVERSITY**

***Approved by the Minutes No. 01 of the***
***Scientific Council of Azerbaijan University***
***dated September 12, 2025.***

***Rector S. N. Aliyeva***

# MASTER'S DEGREE

# EDUCATIONAL PROGRAM

**Specialty Code and Name: 7004008 – Management**
**Specialization: Education Management**

**BAKU - 2025**

# FRAMEWORK DOCUMENT OF THE MASTER'S DEGREE EDUCATIONAL PROGRAM

## 1. General Provisions

1.1. The Master's Degree Educational Program in **7004003 – Business Administration (MBA)** (hereinafter referred to as the Educational Program) has been developed in accordance with the Law of the Republic of Azerbaijan "On Education," relevant resolutions of the Cabinet of Ministers of the Republic of Azerbaijan, the "Classification of Specialties for Master's Degree Programs in Higher Education," as well as international best practices and labor market requirements.

1.2. The objectives of the Educational Program are as follows:

- To define the competencies of graduates in the relevant specialty, the scope of the specialty, teaching and learning methods for individual courses, assessment methods, learning outcomes, infrastructure and human resource requirements for the delivery of the program, as well as opportunities for students to undertake internships, obtain employment, and pursue further education;
- To inform students and employers about the knowledge, skills, and learning outcomes acquired by graduates;
- To provide relevant stakeholders with information during the evaluation of the compliance of specialist training with the requirements of the Educational Program

1.3. The Educational Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan that provide master's degree education in the relevant specialty, regardless of their institutional affiliation, type of ownership, or organizational and legal status.

1.4. The total weekly workload of a student, including classroom and independent study activities, shall be 45 academic hours within a five-day academic week (except for higher education institutions with special purposes). Of this total, classroom instruction shall account for 12–16 academic hours per week. The weekly academic workload may be adjusted for specializations requiring advanced professional training.

1.5. Each higher education institution shall develop a separate Educational Program for every specialization offered within the relevant specialty. In addition to the sections specified in the Educational Program of the specialty, the program for each specialization shall include sections covering teaching and learning methods, methods for assessing learning outcomes, the organization and assessment of internships, and other relevant components.

## 2. Graduate Competencies

2.1. Upon successful completion of the Educational Program, graduates shall possess the following ***general competencies***:

2.1.1. Ability to independently resolve unexpected and complex problems arising within the scope of professional activities;

2.1.2. Ability to propose and plan appropriate activities and methods, as well as analyze their current and prospective outcomes;

2.1.3. Ability to investigate the underlying causes of problems related to professional or educational activities and resolve them within specified time constraints and under conditions of limited information;

2.1.4. Ability to select and apply appropriate technologies and methods to address problems related to professional or educational activities, as well as identify, evaluate, and assess expected outcomes;

2.1.5. Ability to critically evaluate one's own performance when addressing problems related to professional or educational activities;

2.1.6. Ability to present and substantiate problems related to professional or educational activities both orally and in writing in Azerbaijani and at least one foreign language, as well as participate in relevant discussions with specialists and non-specialists;

2.1.7. Ability to effectively transfer knowledge and competencies to others through various methods;

2.1.8. Ability to act in accordance with ethical principles and standards in all circumstances, while understanding the ethical implications, opportunities, limitations, and social responsibilities associated with one's personal conduct;

2.1.9. Ability to assess one's own and others' needs for lifelong learning and professional development, as well as apply effective methods necessary for independent learning.

2.2. Upon completion of the **Educational Program in 7004008 – Management. Education Management,** graduates shall acquire the following ***professional competencies*** relevant to their respective specializations:

### 2.2.1.Education Management Specialization

- Ensure financial planning, budgeting, and the efficient management of financial resources in educational institutions;
- · Oversee the planning and implementation of educational programs and projects and evaluate their outcomes;
- · Develop strategic plans based on the educational institution’s mission, objectives, and key performance indicators (KPIs);
- · Oversee the alignment of curricula and assessment with educational standards to improve teaching quality;
- · Supervise staffing, procurement, and infrastructure management;
- · Propose new educational concepts aligned with scientific and technological trends.

## 3. Structure of the Educational Program

3.1. Standard Duration of the Educational Program and the Higher Education Qualification Awarded to Graduates:

| Name of Specialization | Degree Awarded | Duration of Full-Time Study | Number of Credits |
|---|---|---|---|
| Education Management | Master's Degree | 2 years | 120 |

3.2. The Educational Program shall comprise 90 ECTS credits (1.5 years) or 120 ECTS credits (2 years), depending on the specialty (specialization). Each semester shall consist of 30 ECTS credits, with a maximum of five courses per semester. The credits are distributed as follows:

| Sıra sayı | Fənnin adı | AKTS krediti | |
|---|---|---|---|
| 1 | **Research Methods**[1]<br>This course focuses on the interrelationship between quantitative and qualitative research methods, measurement, research design, and analysis. It aims to develop research competencies, including the ability to use library and internet resources as sources of information, investigate data, analyze findings, and present research results effectively. | 0 | 6 |
| 2 | **Academic Writing and Ethics**<br>The aim of this course is to teach the fundamentals of academic writing, communication, and academic integrity. It develops master's students' abilities to professionally prepare scientific articles, dissertations, essays, and other academic documents; communicate effectively at conferences, symposiums, seminars, and academic discussions; and adhere to publication ethics. The course provides students with knowledge and competencies related to academic writing conventions, appropriate use of sources, citation and referencing standards, and ethical principles. | 6 | 6 |
| 3 | **Project Management**[2]<br>This course provides a comprehensive understanding of project team formation and operations, leadership in projects, the responsibilities of project managers, and other related aspects. It also develops knowledge of project fundamentals, scheduling, communication, procurement, and professional stakeholder relationships. Furthermore, the course covers Agile Project Management, including managing projects in changing environments, effective risk assessment, and the roles and responsibilities of the Product Owner and Scrum Master. | 6 | 0 |
| 4 | **Research Analytics**[1]<br>This course covers the data analysis process, types of data, data collection sources, development of data analysis strategies, data preparation and cleaning, data organization for analysis, and data visualization. It introduces students to analytical software relevant to their field of specialization, including Excel, SPSS, Stata, R, MAXQDA, MATLAB, and Python. The course also develops practical skills in applying research analysis methods, including statistical testing and analysis, quantitative and qualitative analysis, experimental analysis, and questionnaire and survey analysis. Students are expected to interpret analytical findings and formulate evidence-based conclusions and recommendations. | 0 | 6 |

[1] This course is intended for specializations that culminate in a master's thesis.
[2] This course is intended for specializations that do not culminate in a master's thesis.

| | | | |
|---|---|---|---|
| | **Compulsory Courses Determined by the Higher Education Institution[3]**<br>The courses included in this section shall be determined independently by each higher education institution, depending on the specialization, and shall be reflected in the Educational Program of the respective specialization. | | |
| | **Contemporary Issues in Management**<br>The course examines key management challenges arising from contemporary economic and social changes, innovative management approaches, digital transformation, and sustainability. It develops students' ability to analyze decision-making processes in different organizational settings and formulate effective strategies to address contemporary management challenges. | 6 | 6 |
| | **Modern Management Theories**<br>The course examines the development of classical, neoclassical, and modern management theories, their scientific foundations, and their application in different organizational settings. Students develop skills in comparing management models and formulating practical management approaches based on contemporary concepts. | 6 | 6 |
| | **Organizational Behavior**<br>The course examines how individual and group behavior develops within organizations, focusing on motivation, leadership, communication, and conflict management. It analyzes the psychological and social factors influencing employee performance. Topics include organizational culture, adaptation to change, the role of emotional intelligence in management, improving teamwork effectiveness, and applying ethical principles. Students develop practical skills in creating a healthy work environment, strengthening professional relationships, and optimizing team performance. | 6 | 6 |
| | **Strategic Management and Leadership**<br>The course examines how organizations determine their long-term development priorities and the role of leadership in this process. It covers the stages of strategic management, tools for analyzing the competitive environment, strategic decision-making models, and leadership approaches. Students develop skills in strategic planning, organizational transformation, and effective team leadership, while strengthening responsibility and initiative in strategic decision-making. | 6 | 6 |
| | **Quality Management in Education**<br>The course introduces the principles of establishing and developing quality management systems in educational institutions, the application of international quality standards, particularly the ISO 21001 model, and quality assurance and accreditation mechanisms. It examines the monitoring and evaluation of educational outcomes, the development of continuous improvement strategies in teaching and management, and the roles of leaders and staff in fostering a culture of quality. Students develop skills in applying quality-oriented management approaches. | 6 | 6 |

[3] For the purposes of this section, the term "courses" includes academic subjects, projects (including Capstone projects), creative assignments, laboratory activities, and other relevant educational activities, where applicable.These courses shall be determined by the higher education institution, taking into consideration the expertise of academic staff, research infrastructure, and local and international employment opportunities. They shall be mandatory for students admitted to the respective specialization.This section must include a minimum of four courses..

| | | | |
|---|---|---|---|
| | **Educational Project Management**<br>The course examines the planning, implementation, monitoring, and evaluation of educational projects. It introduces methods for defining project objectives, resources, and risks, alongside mechanisms for effective stakeholder collaboration and communication. Topics include project reporting and accountability systems, contemporary approaches such as Agile and Project-Based Learning (PBL), and methods for ensuring the long-term sustainability of projects. Students develop strategic thinking and leadership skills in managing educational projects. | 6 | 6 |
| | **Innovations and Digital Transformation in Education**<br>The course explores the application of innovative approaches and digital technologies in education, including the impact of e-learning platforms, artificial intelligence, and other digital solutions on teaching and management. It examines the pedagogical and managerial aspects of digital transformation, improving teaching quality through innovative management methods, developing institutional strategies for digital skills, and managing digital change effectively. Students develop practical management and leadership skills for implementing transformation processes. | 6 | 6 |
| | **Education Legislation**<br>The course examines the legislative framework, regulatory instruments, and main directions of state policy governing education in the Republic of Azerbaijan. It explains the legal status and management mechanisms of educational institutions. Topics include the rights and responsibilities of teachers, students, and administrative staff; the distribution of powers among education governing bodies; and the integration of international education law and agreements into the national education system. Students develop skills in applying legislation while observing legal and ethical responsibilities. | 6 | 6 |
| | **Education Economics and Planning**<br>The course examines the economic nature of the education sector, its role in socioeconomic development, the structure of educational expenditure, financing models, and methods for evaluating the economic efficiency of investment in education. It explores forecasting and planning mechanisms, efficient resource allocation, human capital formation, and links between education and the labor market. Students develop analytical and critical thinking skills to make informed decisions in education economics. | 6 | 6 |
| ... | **Elective Courses Determined by the Higher Education Institution**[4] The relevant elective courses shall be independently determined by each higher education institution according to the specialization and shall be reflected in the Educational Program of the respective specialization. | 18 | 18 |

[4] For the purposes of this section, the term "courses" includes academic subjects, projects (including Capstone projects), creative assignments, laboratory activities, and other relevant educational activities, where applicable.These courses shall be offered by the higher education institution, taking into consideration the expertise of academic staff, research infrastructure, and local and international employment opportunities.Labor market recommendations shall also be considered when determining these courses. For this purpose, it is recommended that a working group consisting of representatives from higher education institutions and the labor market be established.Courses determined by the higher education institution shall be elective for students and shall facilitate their participation in international student exchange programs.This section must include a minimum of three courses..

| | | | |
|---|---|---|---|
| **Internship** | | | |
| ... | **Internship / Practical Training** | 6 | 6 |
| ... | **Scientific and Pedagogical Internship**[5] | 0 | 6 |
| **Dissertation** | | | |
| ... | **Master Dissertation**[6] | 0 | 18 |
| **TOTAL** | | **90** | **120** |

## 4. Learning Outcomes of the Educational Program and Individual Courses

4.1. Graduates of this Educational Program shall possess a systematic understanding and comprehensive knowledge of the fundamental concepts, theoretical principles, and research methods relevant to their field of study or professional activity. They shall also acquire in-depth knowledge in a specific (specialized) field of study or professional practice.

4.2. The determination of learning outcomes for each course within the specialization's Educational Program and the development of individual course syllabi shall fall within the responsibility of the higher education institution and its academic staff.

4.3. The Program Learning Outcomes (PLOs) for the specialization are specified in Appendix 1. Course Learning Outcomes (CLOs) shall be determined independently by each higher education institution. The Learning Outcomes Matrix (Appendix 2) shall demonstrate the alignment between individual courses and the Program Learning Outcomes.

4.4. Course syllabi shall be regularly reviewed and updated to ensure that the Educational Program maintains relevant scientific and practical content and responds effectively to the evolving needs of society and the labor market.

## 5. Infrastructure and Academic Staff Requirements

5.1. The effective implementation of teaching, learning, and assessment processes within the Educational Program requires the higher education institution to possess the following infrastructure and resources:

- Qualified academic and teaching support staff;
- Classrooms equipped with the necessary teaching and learning facilities;
- Computer laboratories and reliable internet access; Scientific and educational laboratories;
- Partner organizations and institutions providing practical training and internship opportunities; An academic library; Access to academic and professional electronic databases.

5.2. Academic staff involved in delivering the Educational Program shall, as a general rule, hold an academic degree. However, professionals who do not possess an academic degree but have at least five years of relevant professional experience may also be engaged in teaching activities.

5.3. Academic supervision of master's theses shall, as a general rule, be undertaken by individuals holding an academic title or an academic degree.

[5] This type of internship is intended for specializations that culminate in a master's thesis.

[6] This provision applies to specialties (specializations) that culminate in a master's thesis. The requirements for the content, preparation, submission, and defense of master's theses shall be established by the Ministry of Science and Education of the Republic of Azerbaijan.

## 6. Career Opportunities and Lifelong Learning

6.1. Graduates of the **7004008 – Management** Educational Program may pursue employment in the following professional fields and positions:

**Education Management Specialization**

- · Educational Project Manager;
- · Curriculum Developer;
- · Education Consultant;
- · Change Management Consultant;
- · Lecturer/Researcher in the relevant specialty/specialization, among others.

6.2. Higher education institutions shall regularly conduct graduate employment surveys and publish information about available job vacancies on their official websites.

6.3. Individuals who have completed master's degree studies and successfully defended their master's thesis, as well as individuals whose educational qualifications are officially recognized as equivalent (including specialist physicians in medical education), shall be eligible to apply for admission to doctoral studies leading to the degree of Doctor of Philosophy (PhD).

6.4. The knowledge, skills, and approaches acquired during the period of study shall provide graduates with the essential foundations for independent lifelong learning and continuous professional development.

**Appendix 1**

## Learning Outcomes of the Educational Program and Teaching Activities

The program learning outcomes for the specializations within the **7004008 – Management** program are as follows:

| **Program Learning Outcomes (PLOs) for the Education Management Specialization** |
|---|
| Manages the financial resources of educational institutions. |
| Evaluates the outcomes of educational programs and projects. |
| Develops strategic plans for an educational institution. |
| Ensures the alignment of curricula and assessment with educational standards. |
| Oversees staffing, procurement, and infrastructure matters. |
| Proposes new educational concepts. |
| Monitors compliance with relevant legislation governing education management. |

| **Course Learning Outcomes (CLOs) for Research Methods** |
|---|
| CLO 1. Distinguish between quantitative and qualitative research methods, understand their characteristics and areas of application, and apply them appropriately in conducting scientific research. |
| CLO 2. Formulate research questions, develop hypotheses, and design research studies (experimental or observational) relevant to specific professional fields. |
| CLO 3. Systematically utilize scientific sources, including libraries, academic databases, and |

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|---|
| electronic resources, to collect existing knowledge and develop an appropriate research framework. |
| CLO 4. Measure, process, visualize, and analyze collected data using statistical methods in accordance with research objectives. |
| CLO 5. Present research findings in a logically structured manner, prepare scientific articles and research reports, and effectively communicate results to audiences in both oral and written formats. |
| CLO 6. Conduct research independently or collaboratively while adhering to ethical and methodological principles, and appropriately apply research methodologies in the preparation of research projects and master's theses. |

| **Course Learning Outcomes (CLOs) for Academic Writing and Ethics** |
|---|
| CLO 1. Understands the purpose, structure, and stylistic characteristics of academic writing and produces scientific essays, dissertations, articles, and other academic documents in a logical and professional manner. |
| CLO 2. Prepares content in accordance with the requirements of different academic genres (research articles, dissertations, theses, research papers, etc.) and expresses ideas coherently with well-supported arguments. |
| CLO 3. Develops skills in working with academic sources, correctly applies various citation and referencing systems (APA, MLA, IEEE, etc.), and avoids plagiarism. |
| CLO 4. Develops academic speaking and presentation skills and communicates ideas professionally during scientific discussions, seminars, symposiums, and conferences. |
| CLO 5. Understands and adheres to the principles of copyright, publication ethics, and academic integrity in scientific research and academic activities. |
| CLO 6. Analyzes ethical dilemmas and appropriate standards of conduct arising during scientific research and academic writing and makes ethically responsible decisions in academic environments. |

| **Course Learning Outcomes (CLOs) for Project Management** |
|---|
| CLO 1. Identifies project objectives, phases, resources, and stakeholders, and applies fundamental project planning and management principles. |
| CLO 2. Builds effective project teams, assigns roles and responsibilities, performs the functions of a project manager, and demonstrates effective communication and interpersonal skills. |
| CLO 3. Manages project schedules, budgets, supply chains, and resources to ensure the systematic and effective implementation of project activities. |
| CLO 4. Ensures project sustainability through proactive risk assessment, the development of risk response plans, and the application of change management principles. |
| CLO 5. Applies Agile approaches, including the Scrum methodology, and performs the roles and responsibilities of the Product Owner and Scrum Master in project management. |
| CLO 6. Ensures accountability and transparency in project activities through project reports, status updates, and professional communication with stakeholders. |

| Course Learning Outcomes (CLOs) for Research Analytics |
| --- |
| CLO 1. Identifies different types of data and appropriate data collection methods based on research objectives and develops effective data collection strategies for scientific research. |
| CLO 2. Performs data preprocessing procedures, including data cleaning, coding, and structuring, and prepares datasets for analysis in accordance with research objectives. |
| CLO 3. Analyzes data using various software applications, including Excel, EViews, SPSS, Python, R, and MATLAB, and draws conclusions based on basic and advanced statistical indicators. |
| CLO 4. Applies fundamental research analysis methods, including quantitative, qualitative, mixed-methods, and experimental approaches, to obtain analytical findings relevant to the field of study. |
| CLO 5. Presents analytical findings using data visualization tools, including graphs, charts, and tables, and accurately interprets results based on scientific evidence. |
| CLO 6. Develops logical and evidence-based scientific conclusions, recommendations, and generalizations based on research findings and prepares research reports and academic documents. |

| Learning Outcomes (LOs) for Scientific and Pedagogical Practice |
| --- |
| CLO 1. Develops skills in designing academic course programs, preparing lesson plans, organizing lectures and practical sessions, and selecting and preparing teaching materials relevant to the field of specialization. |
| CLO 2. Plans the teaching process, manages classroom activities, selects appropriate instructional strategies, and applies modern teaching methods to enhance student engagement and participation. |
| CLO 3. Develops and applies course content based on recent scientific advancements and integrates contemporary research findings into pedagogical practice. |
| CLO 4. Effectively utilizes modern information and communication technologies (ICT), educational software applications (CAD/CAM/CAE), simulation programs, and virtual laboratories in teaching activities. |
| CLO 5. Demonstrates clear and effective academic communication skills and presents knowledge and research findings to students in a well-structured, understandable, and evidence-based manner. |
| CLO 6. Identifies strengths and weaknesses in pedagogical performance, engages in reflective practice, and determines areas for continuous professional development and improvement. |

| Learning Outcomes (CLOs) for Scientific Research Internship |
| --- |
| CLO 1. Identifies relevant scientific research topics within the field of specialization and clearly formulates research aims and objectives. |
| CLO 2. Selects and effectively applies modern scientific research methods, including situational analysis, operational and tactical analysis, modeling, and statistical methods, in accordance with specific research objectives. |

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|---|
| CLO 3. Processes and systematizes experimental and theoretical data, conducts statistical analyses, and interprets research findings. |
| CLO 4. Applies research findings to process optimization, practical applications, and the development of innovative technologies. |
| CLO 5. Presents research findings in the form of scientific articles, research reports, and dissertations, delivers presentations at academic conferences and seminars, and participates in scientific discussions. |
| CLO 6. Adheres to the principles of research ethics, including plagiarism prevention, proper citation and referencing practices, and respect for intellectual property rights, and demonstrates scientific responsibility. |

| **Learning Outcomes (CLOs) for Master's Thesis** |
|---|
| CLO 1. Justifies the research problem, clearly defines research aims and objectives, develops a comprehensive research plan, and conducts independent research using theoretical and analytical methods. |
| CLO 2. Critically analyzes scientific, theoretical, and practical problems within the field of specialization, applies contemporary scientific approaches to risk assessment and operational decision-making, and proposes independent solutions to complex problems. |
| CLO 3. Demonstrates competencies in mathematical modeling, systematic analysis, interpretation, and generalization of experimental and theoretical research findings. |
| CLO 4. Justifies the practical application of scientific findings within the field of specialization, develops evidence-based recommendations, and proposes innovative approaches to addressing professional and research-related challenges. |
| CLO 5. Presents and defends the master's thesis before an academic audience in a clear, well-structured, and scientifically justified manner and actively participates in academic discussions. |
| CLO 6. Adheres to the principles of research ethics and academic integrity, respects intellectual property rights, follows academic citation and referencing standards, and demonstrates responsibility and accountability in conducting independent research. |

| **Course Learning Outcomes (CLOs) for Contemporary Issues in Management** |
|---|
| CLO 1 Explains development trends in contemporary management theories and emerging management challenges. |
| CLO 2 Analyzes the impact of global economic and social changes on management decisions. |
| CLO 3 Applies innovative approaches to address contemporary management problems. |
| CLO 4 Evaluates digital transformation, sustainability, and social responsibility in the management context. |
| CLO 5 Compares decision-making processes across different organizational models. |
| CLO 6 Formulates strategies to address contemporary management problems and evaluates their outcomes. |

| Course Learning Outcomes (CLOs) for Modern Management Theories |
| --- |
| CLO 1 Distinguishes between the main principles of classical, neoclassical, and modern management theories. |
| CLO 2 Explains the scientific foundations of contemporary approaches, including systems, contingency, behavioral, and strategic approaches. |
| CLO 3 Evaluates the applicability of management theories to different types of organizations. |
| CLO 4 Analyzes the evolution of management science and its relationship with global trends. |
| CLO 5 Develops management models based on contemporary theories. |
| CLO 6 Develops analytical approaches for the practical application of new management concepts. |

| Course Learning Outcomes (CLOs) for Organizational Behavior |
| --- |
| CLO 1 Explains how individual and group behavior influences organizations. |
| CLO 2 Analyzes motivation, leadership, and conflict management processes within organizations. |
| CLO 3 Demonstrates communication skills, cultural competence, and adaptability to change. |
| CLO 4 Evaluates the role of emotional intelligence and psychological factors in management. |
| CLO 5 Optimizes team performance using organizational behavior models. |
| CLO 6 Adheres to ethical behavior and social responsibility principles in professional relationships. |

| Course Learning Outcomes (CLOs) for Strategic Management and Leadership |
| --- |
| CLO 1 Explains the fundamental concepts and stages of strategic management. |
| CLO 2 Uses strategic tools, including SWOT, PESTEL, and BCG, to analyze the competitive environment. |
| CLO 3 Relates strategic decision-making and leadership models to practical examples. |
| CLO 4 Evaluates leadership styles and their impact on organizational performance. |
| CLO 5 Manages strategic planning and transformation processes. |
| CLO 6 Demonstrates responsibility and initiative in decision-making as a strategic team leader. |

| Course Learning Outcomes (CLOs) for Quality Management in Education |
| --- |
| CLO 1 Explains the objectives and principles of quality management in educational institutions. |
| CLO 2 Learns to apply ISO 21001 and other international quality standards in education. |
| CLO 3 Manages quality assurance and accreditation processes. |
| CLO 4 Analyzes educational outcomes using monitoring and evaluation tools. |
| CLO 5 Formulates continuous improvement strategies for teaching and management. |

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|---|
| CLO 6 Demonstrates leadership and responsibility in developing a culture of quality in education. |

| Course Learning Outcomes (CLOs) for Educational Project Management |
|---|
| CLO 1 Explains the planning, implementation, and evaluation stages of educational projects. |
| CLO 2 Identifies project objectives, resources, and risks. |
| CLO 3 Establishes collaboration and communication with stakeholders in educational projects. |
| CLO 4 Implements project monitoring and reporting systems. |
| CLO 5 Studies methodologies that support the sustainability of educational projects, including Agile and PBL. |
| CLO 6 Demonstrates strategic thinking and leadership skills in project management. |

| Course Learning Outcomes (CLOs) for Innovations and Digital Transformation in Education |
|---|
| LO 1 Explains the areas of application of innovative and digital technologies in education. |
| CLO 2 Analyzes e-learning platforms and artificial intelligence technologies. |
| CLO 3 Evaluates the pedagogical and managerial aspects of digital transformation. |
| CLO 4 Improves teaching quality through innovative management approaches. |
| CLO 5 Develops strategies for building digital skills in educational institutions. |
| CLO 6 Provides leadership and manages change in digital transformation projects. |

| Course Learning Outcomes (CLOs) for Education Legislation |
|---|
| CLO 1 Explains the legislative framework and key regulatory documents governing education in the Republic of Azerbaijan. |
| CLO 2 Analyzes the legal status and management mechanisms of educational institutions. |
| CLO 3 Identifies the scope of state education policy and the powers of education governing bodies. |
| CLO 4 Explains the rights and responsibilities of teachers, students, and administrative staff in the educational process. |
| CLO 5 Evaluates the integration of international education law and agreements into the national education system. |
| CLO 6 Adheres to ethical and legal responsibility principles when applying education legislation. |

| Course Learning Outcomes (CLOs) for Education Economics and Planning |
|---|
| CLO 1 Explains the economic nature and social role of the education sector. |
| CLO 2 Analyzes the structure of educational expenditure and financing models. |

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| CLO 3 Evaluates the economic efficiency of investment in education. |
| CLO 4 Applies forecasting and resource allocation methods in educational planning. |
| CLO 5 Analyzes the relationships between human capital and the labor market within the education system. |
| CLO 6 Demonstrates analytical thinking and a critical approach when making effective decisions in education economics. |

**Appendix 2**

**Matrix of Program Learning Outcomes and Learning Outcomes of Teaching Activities**

The higher education institution shall use the table below to determine how the teaching activities within the specialization's Educational Program contribute to the achievement of the Program Learning Outcomes (PLOs).

| Name of Teaching Activity (Course) | Program Learning Outcomes | | | | | | |
|---|---|---|---|---|---|---|---|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 |
| Research Methods | | + | | | | + | |
| Academic Writing and Ethics | | + | | | | + | |
| Research Analytics | + | + | | | | + | |
| Contemporary Issues in Management | | | + | | + | + | |
| Modern Management Theories | | | + | | | + | |
| Organizational Behavior | | | + | | + | | |
| Strategic Management and Leadership | + | | + | | + | + | |
| Quality Management in Education | | + | + | + | | + | |
| Educational Project Management | + | + | + | | + | | |
| Innovations and Digital Transformation in Education | | | + | + | | + | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Education Legislation | | | | + | | | + |
| Education Economics and Planning | + | + | + | | | | |
| Scientific and Pedagogical Internship | | + | + | + | + | | |
| Scientific Research Internship | | + | | | | + | |
| Master's Thesis | | + | + | | | + | |

AGREED AND APPROVED BY::

**Director of the International Master's and Doctoral Center**

**_____Associate Professor**
**Nushaba Guliyeva**

**Head of the Education Department**

**_____PhD in Mathematics**
**Leyla Aghamaliyeva**

**Head of the Department of Economics and Management**

**_____Tural Gojayev**