



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Higher Education Management and Problems							
Course Code		EYT635		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	126 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		1. To explain managerial models in higher education 2. To explain the state understanding and its reflection to education 3. To analyze the finance of higher education both in Turkey and in other countries in the world.							
Course Content		Contemporary developments in higher education, University management systems of varied countries, The finance of the State higher education institutions, The Finance of the Private higher education institutions							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

### Recommended or Required Reading

1	Barblan Andris, Gürüz, Kemal and Ergüder, Üstün (2008) Higher Education in Turkey: Institutional Autonomy and Responsibility in a Modernising Society. Policy Recommendations in A Historical Perspective (Türkiye’de Yükseköğretim: Modernleşen Toplumda Kurumsal Özerklik ve Sorumluluk. Tarihsel Perspektifle Politika Tavsiyeleri). Magna Charta Universitatum Observatory Publications.
2	Clark, Burton R (1983) The Higher Education System: Academic Organizations in Cross-National Perspective. University of California Press. Berkeley.
3	Ergüder, Üstün; Sevük, Suha; Şahin, Mehmet; Terzioğlu, Tosun; Vardar, Öktem (2003) Yükseköğretimin Yeniden Yapılandırılması: Temel İlkeler (The Restructuring of Higher Education: Basic Principles)”, Ekim (October), TÜSİAD, Yayın no (Publication No.): TÜSİAD-T/2003-10-365.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts
2	Theoretical	Contemporary developments in higher education
3	Theoretical	University management systems of varied countries
4	Theoretical	The state understanding and education in varied countries
5	Theoretical	The reason for the finance of the state
6	Theoretical	The tools and effects of the finance of the state
7	Theoretical	The qualities of education as social, personal and composite product
8	Intermediate Exam	Mid term Exam
9	Theoretical	The finance of the State higher education institutions
10	Theoretical	The Finance of the Private higher education institutions
11	Theoretical	Kinds of support given to students in higher education
12	Theoretical	The finance of higher education in Turkey
13	Theoretical	Comparative education finance
14	Theoretical	The search for source in higher education
15	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	4	3	7



Final Examination	1	4	3	7
Total Workload (Hours)				126
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Is aware of the contemporary developments in higher education
2	Explains managerial models in higher education
3	Explains the state understanding and its reflection to education
4	Analyzes the finance of higher education both in Turkey and in other countries in the world.
5	To be able to produce solutions for the problems in higher education management

### Programme Outcomes (Educational Administration Supervision Planning and Economics Doctorate)

1	Deepening common knowledge accumulation concerning the educational science in the frame of basic theory and practices of EASPE (Educational Administration Supervision Planning and Economics).
2	Analyzing sub-subjects of Educational Administration Supervision Planning and Economics.
3	Comprehending the relationship between the other disciplines like sociology, philosophy, administration, economy, politics and EASPE (Educational Administration Supervision Planning and Economics), conducting interdisciplinary studies on the basis of internalized knowledge and skills
4	Applying accumulated knowledge related to EASPE to improve and managing educational organizations in different levels.
5	Defining problems in administration and supervision of educational system and developing new perspectives in the light of knowledge gathered from the other disciplines
6	Defining problems of EASPE in the frame of scientific problem solving; developing solution proposals by using quantitative and qualitative research methods
7	Getting skills of using statistical software in order to carry out scientific research and using required technologies.
8	Developing solution models in the light of theories and approaches of EASPE and applying the models to whole system.
9	Getting knowledge and research methods in order to carry out original scientific researches in the field of EASPE and applying team works for efficient results in interdisciplinary studies
10	Handling theories, hypothesis, opinions in the field of EASPE with an objective skeptic, logical, analytical manner and evaluating them in critical point of view.
11	Being aware of lifelong learning in terms of the field of EASPE and personal development and internalizing the principles of lifelong learning, personal development
12	Transferring the current developments and scientific studies to the people and institutions in and out of the field by visually, verbally, systematically and in written
13	Managing the social dynamics of relationships in order to enact people and applying needed leadership strategies in social and educational environments
14	Following national and international publications and attending social interactions and scientific studies in international level; communicating in at least in one foreign language at least in order to share studies international level.
15	Interpreting strategies, politics and plans related to educational system in terms of theories and principles of educational administration and supervision; and evaluating the results in terms of international quality standards.

### Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4
P1	4	4	4	5
P2	4	4	4	4
P3	4	4	5	5
P4	4	4	5	5
P5	4	4	4	4
P6	4	3	4	4
P7	5	4	4	4
P8	5	4	5	5
P9	4	4	5	5
P10	4	4	5	5
P11	3	5	4	5
P12	4	5	4	4
P13	4	5	4	4
P14	4	4	4	4
P15	4	4	4	4

