



# Catalogue of Educational Programmes

2024

EEU

EAST EUROPEAN UNIVERSITY | Address: ENUKIDZE STR. 6, TBILISI, GEORGIA; Contact: [info@eeu.edu.ge](mailto:info@eeu.edu.ge), (032) 2 48 01 41

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## LAW

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<b>Program</b>	LAW
<b>Language of Instruction</b>	Georgian
<b>Awarded academic degree</b>	Bachelor of Law
<b>Program Volume in Credits</b>	<p>The undergraduate program is based on the ECTS system, is student-centered and is based on the student's academic workload required to achieve the goals of the educational program.</p> <p>The undergraduate program in Law includes 240 ECTS credits, 60 credits per year, 30 credits per semester. Accordingly, the standard duration of the undergraduate program is 4 years or 8 semesters.</p> <p>Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.</p>
<b>Program Coordinator</b>	Professor, Doctor of Law Maka Kartoia
	Contact information: 577478780 e-mail: <a href="mailto:maka.kartoia@eeu.edu.ge">maka.kartoia@eeu.edu.ge</a>

### Program Objectives

The aim of Undergraduate Program in Law is for the student to:

- Acquire extensive theoretical knowledge about the essence of law, principles, institutions, basic features of the national legal system, historical sources of Georgian law, as well as in-depth knowledge in public, private and criminal law;
- Develop the ability to identify complex and unforeseen problems in the field of private, criminal and public law based on a multifaceted vision and analysis, to develop appropriate ways to solve them using legal methods, to substantiate the chosen approach and to formulate their own reasoned conclusions;
- Develop the ability to draft legal documents and develop research or practical projects in the public, private and criminal spheres;
- Develop public, private and criminal norms, sources, methods of analysis, establish the factual circumstances of the case, evaluate them, substantiate legal dispute positions, develop dispute resolution strategies and tactics, decide and substantiate legal issues, as well as implement other legal actions / tasks / decision ability;
- Develop the ability to communicate their ideas, public, private, criminal problems and ways to solve them with specialists and non-specialists, using legal terminology, orally and in writing;
- Develop the ability of searching for necessary information in Georgian and / or English, including legislative changes, case law, science news and constant updating of one's knowledge;
- Develop the ability to act in accordance with the norms of ethical and professional conduct of a lawyer and practice justice, human rights, social and democratic values while practicing law.

### Learning Outcomes

#### Knowledge and understanding

Upon completion of the Undergraduate Program in Laws program the student:

(A) Describes:

	<ul style="list-style-type: none"> <li>➤ The essence, signs, functions, system, basic principles, legal systems, methods of definition, types of legal norms and stages of application, historical sources of Georgian law, fields of old Georgian law, institutions, fundamental principles and tendencies of legal development;</li> <li>➤ Basic principles of state organization and peculiarities of the national model, issues of separation and interdependence of state organization and local self-government, basic human rights and freedoms, issues of conceptual and value of fundamental rights, features of national mechanism of protection of principles, principles of administrative law, types of public administration arrangement, types of activity of administrative bodies, types of administrative proceedings, system of international public law, basic principles, institutions, mechanisms of international legal responsibility, issues of international and national law correlation, peculiarities of constitutional and administrative proceedings, causes of constitutional and administrative disputes, their main characteristics and ways of resolving them by legal means;</li> <li>➤ Private law system, goals and sources of civil law, general concepts and principles of civil law, material law system and principles, contractual and legal relations, family and inheritance legal relations, principles of labor law and national mechanisms of protection of labor rights, principles of corporate law and national mechanisms for the protection of entrepreneurial freedom, peculiarities of civil proceedings, causes of civil, business and labor disputes, their main features and ways of resolving them by legal means;</li> <li>➤ Principles of criminal law, essence and types of crime, punishment system, stages and peculiarities of criminal proceedings.</li> </ul>
<b>Skills</b>	<p>Upon completion of the Undergraduate Program in Laws program the student will:</p> <ul style="list-style-type: none"> <li>(B) Identify difficult and unforeseen problems in the sphere of public, private and criminal law and using appropriate legal methods works out appropriate solutions;</li> <li>(C) Draw up legal documents, including civil and administrative agreements, legal acts, procedural documents (claim, counterclaim, petition, interim proceedings, court decision, appeal, cassation appeal, private complaint, etc.), and draft individual and normative administrative acts;</li> <li>(D) Develop research or practical projects in the public, private and criminal fields in accordance with pre-defined guidelines;</li> <li>(E) Analyze public, private and criminal norms, sources, methods to establish the factual circumstances of the case, evaluate them, substantiate legal dispute positions, develop dispute resolution strategies and tactics, or implement/resolve other legal actions / tasks;</li> </ul>

	(F) Discuss, using legal terminology, its own ideas, complex and unforeseen problems in the public, private, criminal spheres and ways to solve them, orally and in writing.
<b>Responsibility and autonomy</b>	<p>Upon completion of the Undergraduate Program in Laws program the student:</p> <p>(G) Finds and identifies sources of national and international law, legislative changes, case law, scientific innovations in order to continually update their knowledge;</p> <p>(H) Recognizes the need for the ethical standards of the lawyer, acts within the norms of the ethical and professional conduct of the lawyer, respects human rights, participates in civil, administrative, constitutional, criminal proceedings in accordance with legal values.</p>

#### Prerequisite for admission to the program

A person with a certificate of complete general education issued in Georgia or a document equivalent to it, based on the results of the unified national exams, who has passed the English language as a compulsory subject for enrollment in the academic program, has the right to study at the bachelor's educational program . In addition, an exam in mathematics or history or civic education is defined as the third mandatory-elective subject for the entrant to continue his/her studies at the bachelor's educational program.

Enrollment of entrants to the bachelor's educational program without passing the unified national exams is carried out in accordance with the rules established by the legislation of Georgia.

It is possible to enroll in the bachelor's program twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.

Enrollment in the bachelor's program or enrollment in the manner of transfer from an authorized higher educational institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia.

### Teaching-Learning methods and activities

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Lecture                | <input checked="" type="checkbox"/> Group work |
| <input checked="" type="checkbox"/> Practical work         | <input checked="" type="checkbox"/> Seminar    |
| <input type="checkbox"/> Learning with electronic resource | <input type="checkbox"/> E-Learning            |
| <input checked="" type="checkbox"/> other                  |  |

The syllabus of each course of study under Undergraduate program in Laws provides ways (methods) to achieve the goal of the course, which are based on the principles of student-centered teaching. The teaching-learning methods provided in the syllabus of each course are focused not only on acquiring knowledge, but also on developing skills.

The courses of Undergraduate program in Laws include teaching-learning methods of the relevant specifics. The teaching-learning methods reflected in the syllabus of each course of the educational program correspond to the level of teaching and the goals and content of each course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning outcomes provided by the syllabus of the training course, and the combination of existing teaching methods - the achievement of learning outcomes provided by the program.

When choosing teaching methods, the purpose of the course and the expected result - what the student should know and what he / she can do - will be taken into account. Teaching-learning methods such as lecture, working in a group, seminar, practical work, etc. are used to implement the educational component of the educational program. The teaching-learning methods provided in the syllabi of the course facilitate the



mastery of specific material and develop the transfer skills of the student.

In addition, the teaching-learning method may include relevant activities: discussion / debate, cooperative learning, collaborative work, demonstration, explanation, verbal communication, deduction, induction, analysis, brain storming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement and intersect each other. The academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

Learning outcomes	Activities used in teaching-learning methods
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>□ Induction, deduction, analysis;</li> <li>□ Work on a book;</li> <li>□ Written work;</li> <li>□ Verbal explanation;</li> <li>□ Demonstration;</li> <li>□ Case study;</li> <li>□ Independent learning;</li> <li>□ Problem-based learning (PBL);</li> <li>□ Brain storming.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>□ Action-oriented learning (IBD);</li> </ul>

	<ul style="list-style-type: none"> <li>□ Role-playing and situational games;</li> <li>□ Case study;</li> <li>□ Brain storming;</li> <li>□ Heuristic method;</li> <li>□ Teamwork (collaborative);</li> <li>□ Discussion / debate;</li> <li>□ Analysis;</li> <li>□ Problem-based learning (PBL);</li> <li>□ Project development and presentation (oral, Power Point, etc.);</li> <li>□ Practical methods.</li> </ul>
<b>Responsibility and autonomy</b>	<ul style="list-style-type: none"> <li>□ Independent study (preparation of essay, abstract, project, report);</li> <li>□ Problem-based learning (PBL);</li> <li>□ Discussion-debate, where the student will be able to demonstrate skills in understanding and reasoning ethical norms.</li> </ul>

### Student Assessment System

Mastering the educational component provided by the bachelor's 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.

During the implementation of the bachelor's program, the evaluation of the level of achievement of the student's learning results is produced in accordance with the evaluation system approved by the order N3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Assessment of the level of achievement of the student's learning result in the educational component of the bachelor's program includes intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the bachelor's program, the minimum competence limit of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The evaluation system allows

Five types of positive assessment:

(A) Excellent – 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory – 61-70 points;

(E) Sufficient – 51-60 points.

Two types of negative assessment:

(FX) Fail After Supplementary Assessment - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means, that student's work is not enough and he/she needs repeated study of the subject.

In case of getting FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program's educational component.

### Employment

The graduate of the Undergraduate program in Laws will have the opportunity to work in any position where the academic degree of Bachelor of Laws is required and it is not necessary to pass the state certification exam and / or additional preconditions are provided by the legislation of Georgia.

Graduates of the Undergraduate program in Laws can be employed for legal activities:

- In the legislative and executive bodies of government;
- in judicial bodies;
- In law enforcement and other regulatory bodies;
- In legal entities of public and private law or other non-profit (non-commercial) organizations.

### Opportunity to continue learning

A graduate of the Undergraduate program in Laws is eligible to continue his / her master's degree program in higher education institutions in Georgia or other countries, which is focused on further training of a specialist and researcher.

A graduate can also continue his / her studies in a master's program in any field, if the prerequisite for admission to this program is not limited to the academic degree of a bachelor's degree in another specialty.

### Human resources required for the program implementation

The implementation of the Undergraduate program in Laws is provided with appropriate human resources. The learning components of the educational program are coordinated by the academic staff of the educational university, as well as by visiting specialists with special experience and competencies.

For more information on human resources see the Appendix to the Undergraduate program in Laws

### Material resources required for the program implementation

In order to achieve the learning outcomes provided by the Undergraduate program in Laws, the university infrastructure and material-technical resources are available for students without restrictions, in particular:

- Properly equipped training auditoriums and conference rooms;
- Mock trial hall;
- Library equipped with computer equipment and information-communication technologies;
- Computer classrooms, computer equipment connected to Internet and internal network, and adequate computer software for the learning / teaching process;
- Various technical devices, etc.

The educational program is provided with relevant textbooks and methodological literature. The University Library provides students with relevant printed and electronic textbooks, teaching-methodological and scientific literature, as well as a library book database and an electronic catalog on the University website.

### Program Structure

The Bachelor of Law program consists of the following components:

- I. Mandatory courses of the Free Component (24 ECTS)
- II. Mandatory courses of the Major Study Field (171 ECTS)
- III. Elective courses of the Major Study Field (30 ECTS)
- IV. Elective courses of the Free Component (15 ECTS)

Mandatory Courses of the Free Component (24 ECTS)

The mandatory courses of the Free Component include general mandatory courses (12 ECTS) and basic English language courses (12 ECTS). Accordingly, students must accumulate 24 credits from these mandatory courses.

#### Basic English Language Courses

Students who demonstrate proficiency in English at the B1 (Intermediate) level are eligible to enroll in basic English language courses. This proficiency can be confirmed through an in-house university test, a certificate verifying B1 level knowledge of English, or documentation of education received abroad within the last two years (certificate/diploma). If a student cannot demonstrate B1 level proficiency, they are required to select appropriate English language courses from the curriculum within the elective courses of the Free Component to gain access to the basic English language courses.

A student in the Bachelor of Law program who presents a certificate verifying B2 or higher proficiency in English or documentation of education received abroad in English (certificate/diploma) is exempt from both the in-house university test and the basic English language courses. In this case, the accumulation of 240 credits for the bachelor's educational program is achieved through elective courses of the major study field and/or elective courses of the Free Component as provided by the curriculum.

#### Mandatory Courses of the Major Study Field (171 ECTS)

The mandatory courses of the major study field (171 ECTS) include basic law courses (19 ECTS), English language courses relevant to the specialty (10 ECTS), public law courses (46 ECTS), international law courses (11 ECTS), private law courses (55 ECTS), and criminal law courses (30 ECTS).

#### Elective Courses of the Major Study Field (30 ECTS)

The elective courses of the major study field (30 ECTS) allow students to deepen their knowledge in the fundamentals of law, as well as in the areas of public, private, criminal, and/or international law according to their own interests and preferences.

#### Elective Courses of the Free Component (15 ECTS)

The elective courses of the Free Component (15 ECTS) provide students with the opportunity to broaden their horizons in areas of interest. They can choose any course(s) from the bachelor's educational programs of the university or other authorized higher education institutions, respecting prerequisites, but not exceeding 15 credits. Additionally, students have the right to use the credits intended for elective courses of the Free Component to take elective courses in the major study field.

**Contact Information:** Doctor of Law Maka Kartozia, Tel. 577478780, [maka.kartozia@eeu.edu.ge](mailto:maka.kartozia@eeu.edu.ge)



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## Business Administration

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<b>Program Title</b>	<b>Business Administration</b>
<b>Language of education</b>	<b>Georgian</b>
<b>Academic degree to be assigned</b>	<b>Bachelor of Business Administration (BBA)</b>
<b>Program credit value</b>	<p>The bachelor's program is built on the basis of the ECTS system. It is student-oriented and is based on the student's academic load, which is necessary to achieve the goals of the educational program.</p> <p>The undergraduate educational program includes 240 ECTS credits, with 60 credits per year and 30 credits per semester. Accordingly, the standard duration of the bachelor's program is 4 years or 8 semesters.</p> <p>Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.</p>
<b>Program structure</b>	

The structure of the bachelor's program is built in accordance with the principles of constructing first-level higher education programs, as provided by the valid classifier of the fields of study. Specifically, the program allocates 144 credits for compulsory courses in business administration (the main field of study), which includes 126 credits for core courses, 8 credits for the practice component, and 10 credits for the undergraduate project. Additionally, 18 credits are designated for required electives in business administration (major field of study) focusing on concentrations in finance, management, or marketing, from which the student can choose one. Another 24 credits are assigned to relevant elective courses in business administration, 24 credits are for the compulsory English language component, and 30 credits are for free elective courses.

- **Compulsory training courses in the main field of study (business administration): 144 credits** - These courses ensure the development of necessary competencies for mastering the specialty of business administration.
- **Mandatory elective courses in the main field of study (business administration): 18 credits** - These courses focus on concentrations in finance, management, or marketing and ensure the development of competencies relevant to one of these functional areas of business administration, according to the student's interest.
- **Optional training courses in the main field of study (business administration): 24 credits** - These courses are designed to deepen the knowledge acquired within the mandatory courses and help form the individual profile of the student, corresponding to the main field of study and deepening their mastery of the specialty.
- **English language component: 24 credits** - The foreign language component focuses on learning English and developing communication skills in English. This involves widely using English-language sources in the learning and teaching process, thereby strengthening the internationalization element of the educational program. Studying the English language is mandatory with a minimum of 24 credits over four academic semesters. During the 3rd-4th academic semesters, the student will study English relevant to their specialty. A student with at least B1 level knowledge of English, confirmed by internal university testing, will be admitted to English language courses. If the student's knowledge does not meet the B1 level, they must choose the appropriate level of English language training courses within the credits (30 ECTS) allocated for optional free component courses to be admitted to the specified English language training courses. A business administration bachelor's program student who presents a certificate of English language proficiency at B2 or higher, or proof of education received at a university, is exempt from intra-university testing. However, they must still accumulate 12 credits from English language training courses relevant to their specialty. In this case, the 240 credits required for the bachelor's degree program are completed with optional study courses from the field and/or the free component.

**Free study courses: 30 credits** - The undergraduate educational program student must choose any study course(s) from this module according to their interests.

Program objective	
<p>The aim of The Bachelor's educational program:</p> <ol style="list-style-type: none"> <li>1. to prepare competitive specialists, who will be able to make quick and efficient decisions in a changing environment of business on the basis of extensive theoretical knowledge acquired in the field of Marketing, Management and finance;</li> <li>2. To develop in Students such analytical, creative, critical thinking and practical skills, which will help them not only in successful administration of business processes, but also to conduct development-oriented activities in the field of Business Administration.</li> </ol>	
Learning Outcomes	
<b>Knowledge and understanding</b>	<p>After completion of The Bachelor's educational program, the student:</p> <ol style="list-style-type: none"> <li>1.1 Describes the Methods and principles of Modern business, legal, economic, Cultural, technological environment analysis;</li> </ol>

	1.2 Explains business major theories, models, concepts, functions, principles, tools of Spheres, Finance, Accounting, Marketing, Management, Information Technology and will see the importance of their use in the effective management of business organizations considering aspects of ethics and social responsibility;
<b>Skills</b>	<p>After completing the Bachelor's degree program, the student:</p> <p>2.1 Analyzes the factors of the internal and external environment of the business, taking into account the micro and macro forces in particular evaluates current trends in business and evaluates their impact on the organization's performance;</p> <p>2.2 Select and practically uses the company in the planning, organization, motivation and control methods and models for;</p> <p>2.3 Collects first-time and secondary data using marketing information system, identifies target market segment to solve existing and new products introduction, stimulation and other marketing problems;</p> <p>2.4 Conducts analysis of corporate finance management processes, identifies financial and managerial accounting problems of varying complexity and their Finding solutions;</p>
<b>Responsibility and autonomy</b>	<p>After completing the Bachelor's degree program, the student::</p> <p>3.1 Conducts management, financial and marketing activities in a complex and indefinite environment characteristic of the business sphere and substantiates the decisions made;</p> <p>3.2 Based on the analysis of obtained theoretical and practical knowledge identifies its own weaknesses and strengths and planning the process of continuous professional development.</p>
<b>Prerequisite for admission to the program</b>	

- A citizen of Georgia with a state certificate/attestation confirming complete general education, or a document equivalent to it, based on the results of the unified national exams, has the right to enroll in the undergraduate educational program of business administration.
- Without unified national exams, the admission/enrollment of students to the undergraduate educational program of business administration is carried out in accordance with the applicable legislation. In this case, the person is obliged to confirm the B2 level competence of the Georgian language in accordance with the rules established by the university. The following persons are exempted from the obligation to determine the level of language competence on the program: a) Those who received a complete general education in the Georgian language. b) Those who have completed a Georgian language training program, which is confirmed by a relevant certificate.
- It is possible to enroll in the undergraduate educational program of business administration on a mobility basis twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university. A student wishing to enroll in the mobility mode, or who obtained the right to study at the university from which their mobility takes place without passing the unified national exam, is subject to the determination of the B2 level of the Georgian language in order to confirm the language competence required by the program.
- Enrollment in the undergraduate educational program of business administration, or enrollment in the manner of transfer from a recognized higher educational institution of a foreign country, is carried out based on the decision of the Ministry of Education and Science of Georgia.

### Teaching-learning methods and activities

The syllabus of each study course provided by the undergraduate educational program of business administration outlines methods to achieve the goals of the course, based on the principles of student-centered teaching. The teaching-learning methods and activities specified in each syllabus focus not only on acquiring knowledge but also on developing skills.

The study courses of the undergraduate educational program in business administration include specific teaching methods and activities tailored to the subject, corresponding to the teaching level, goals, and content of each course. These methods ensure the achievement of the learning outcomes outlined in the course syllabus and, in combination, the learning outcomes of the overall program.

When selecting teaching methods, the purpose of the course and the expected outcomes—what the student should know and be able to do—are taken into account. Methods such as lectures, work in groups, seminars, practical work, and others are used to implement the educational component of the program. These methods include relevant activities such as discussions, debates, presentations (projects/homework), quizzes, case discussions, oral examinations of study material, etc. The teaching-learning methods and activities specified in the course syllabi contribute to the assimilation of specific material and the development of the student's transferable skills.

### Student knowledge assessment system

Mastering the educational component within the undergraduate educational program of business administration necessitates active student engagement in the teaching process and adheres to the principle of continuous evaluation of acquired knowledge. Assessment of students' learning outcomes throughout the implementation of the bachelor's educational program follows the evaluation system endorsed by the Minister of Education and Science of Georgia through Order No. 3 dated January 5, 2007, titled "On the Method of Calculating Credits for Higher Education Programs."

Evaluation of student achievement within the study component of the undergraduate educational program of business administration encompasses both intermediate (single or multiple) and final assessments, with the aggregate representing the final evaluation (out of 100 points).

The intermediate and final assessments encompass assessment components that define the methods for evaluating students' knowledge, skills, and competencies (e.g., oral/written exams, surveys, homework, practical/theoretical work). These assessment components encompass various uniform assessment methods (e.g., tests, essays, demonstrations, presentations, discussions, practical/theoretical tasks, group work, participation in discussions, case study solutions, simulated processes), each measured against specific assessment criteria or measurement units to determine the level of achievement of learning outcomes.

Each evaluation form and component contributes a specific portion to the final evaluation score (out of 100 points), as delineated in the respective syllabi and communicated to students at the commencement of the academic semester.

Credit is only awarded to students who receive a positive assessment, with both intermediate and final assessments required for credit attainment.

Throughout the implementation of the undergraduate educational program of business administration, the specific share of the minimum competency threshold for students' midterm and final assessments is outlined in the respective syllabi and communicated to students at the beginning of the semester.

Students assessment system allows:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

In case of receiving 0-50 points in the final evaluation of the educational component, taking into account the evaluation received at the additional exam, the student is assigned an F-0 score.

**Area of Employment**

Upon completion of the Bachelor of Business Administration educational program, graduates will have the opportunity to pursue employment in both the public and private sectors. They will be qualified to hold positions as lower and middle managers across various functional areas of business.

#### **Ongoing professional development possibilities**

A graduate of the bachelor's degree program in business administration is eligible to further their studies at higher educational institutions in Georgia or other countries, pursuing a master's program in any discipline, provided that admission requirements to the program do not exclusively mandate a bachelor's degree in another specialty.

Top of Form  
Bottom of Form

#### **Human Resources**

The implementation of the program engages the university's academic staff along with guest lecturers possessing suitable qualifications. These individuals have the requisite competencies to achieve the learning outcomes of the bachelor's program, bolstered by relevant professional experience aligned with the program's profile, academic credentials, and a background in teaching and research. A significant portion of the faculty actively collaborates with foreign higher educational institutions, contributing to both scientific and academic endeavors.

Top of Form  
Bottom of Form

#### **Material Resources**

The bachelor's program is conducted at Eastern European University, which boasts essential material and technical resources for program implementation. These resources include a university library stocked with mandatory literature and electronic resources specified in the program syllabus, two computer resource centers offering students free access to computers and the Internet, as well as a conference hall and auditoriums. The learning environment is furnished with appropriate equipment, ensuring conducive conditions for quality.



**Contact information:** Avtandil Gagnidze, professor Tel. 577565999. [avtandil.gagnidze@eeu.edu.ge](mailto:avtandil.gagnidze@eeu.edu.ge)

Vasil Kikutadze, associate professor Tel. 593250850. [v.kikutadze@eeu.edu.ge](mailto:v.kikutadze@eeu.edu.ge)

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## Business Administration

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<b>Program Name:</b>	Business Administration
<b>Education Level</b>	Bachelor's
<b>Language of Instruction:</b>	English
<b>Academic Degree/Qualification:</b>	Bachelor of Business Administration (BBA)
<b>Program Credit Value</b>	<p>The bachelor's program is structured upon the ECTS system, focusing on student-centered learning and tailored to meet the academic workload necessary for accomplishing program objectives.</p> <p>The undergraduate educational program comprises 180 ECTS credits, equating to 60 credits per year or 30 credits per semester. Consequently, the standard duration of the bachelor's program spans 3 years or 6 semesters.</p> <p>The number of credits per year may vary based on individual student workload, ranging from less than 60 to a maximum of 75, ensuring flexibility within academic progression.</p>
<b>Program Structure</b>	

The structure of the bachelor's program adheres to the principles outlined in the construction of first-level educational programs of higher education, as specified by the current classifier of fields of study. Specifically, the program allocates 132 credits for mandatory study courses in business administration (the primary field of study), 24 credits for optional study courses in the same field, 12 credits for mandatory courses within the free component, and an additional 12 credits for optional courses within the free component.

- Mandatory study courses in the primary field of study (business administration) totaling 132 credits aim to foster the essential competencies required for proficiency in business administration.
- Optional study courses within the primary field of study (business administration) comprising 24 credits are designed to deepen the knowledge acquired in the field during the program.
- Mandatory study courses within the free component, amounting to 12 credits, are dedicated to cultivating transferable skills.
- Optional study courses within the free component, totaling 12 credits, provide students with a selection of courses focused on developing transferable skills, as well as the option to choose foreign language courses (German/French).

### Program Objectives

The objectives of the undergraduate educational program are as follows:

1. To prepare competitive professionals capable of making swift and informed decisions within dynamic business landscapes, leveraging a comprehensive theoretical foundation in marketing, management, and finance, while considering the trends of both local and international job markets.
2. To foster the development of analytical, creative, and critical thinking skills among students, equipping them not only for effective business administration but also for proactive engagement in development-oriented initiatives within the realm of business administration, considering the context of internationalization.

### Program Learning Outcomes

<b>Knowledge and Understanding</b>	<p>Upon completion of the undergraduate educational program a student:</p> <p>1.1. Describes the methods and principles for analyzing the legal, economic, cultural, and technological environment of contemporary business.</p> <p>1.2. Explains the key domains of business, finance, accounting, marketing, management, and information technology, including theories, models, concepts, functions, principles, and tools, and discusses the significance of their application in effectively managing business organizations, while considering aspects of ethics and social responsibility, within the context of both local and international job markets.</p>
<b>Skills</b>	<p>Upon completion of the undergraduate educational program a student:</p> <p>2.1. Analyzes the internal and external factors affecting business operations, including micro and macro forces, and assesses current business trends, evaluating their impact on organizational activities.</p> <p>2.2. Selects and applies methods and models of planning, organization, motivation, and control within a company.</p> <p>2.3. processes primary and secondary data through statistical tools in order to solve marketing and managerial problems.</p> <p>2.4. Conducts analysis of corporate finance management processes, identifies financial and management accounting challenges of varying complexity, and devises solutions to address them.</p>
<b>Responsibility and Autonomy</b>	<p>Upon completion of the undergraduate educational program a student:</p> <p>3.1. Navigates and undertakes management, financial, and marketing tasks within a complex and ambiguous business environment characteristic of the field, and justifies the decisions made based on thorough analysis.</p> <p>3.2. Utilizes acquired theoretical and practical knowledge to identify personal strengths and weaknesses, subsequently devises a plan for continuous professional development.</p>
<b>Program Admission Preconditions</b>	

- ❖ A Georgian citizen holding a state certificate/attestation confirming completion of general education or an equivalent document is eligible to apply for enrollment in the undergraduate educational program of business administration based on the results of the unified national exams.
- ❖ Admission/enrollment of students to the undergraduate educational program of business administration without unified national exams follows the relevant legislation.
- ❖ Passing English is required as a foreign language on national exams. The minimum competency threshold is 60% + 1.
- ❖ Individuals authorized to enroll in the program without passing the unified national exams must demonstrate proficiency in English at a minimum of B1 level (IELTS-5.0; TOEFL-7,5; or another relevant international certificate at B1 level) or pass an appropriate B1 level exam as specified by the university.
- ❖ Enrollment in the undergraduate educational program of business administration on a mobility basis is permitted twice a year, within deadlines set by the Ministry of Education and Science of Georgia. This process must adhere to mandatory procedures and university-established rules.

### Teaching-Learning Methods and Activities

The syllabi of each study course within the undergraduate educational program of business administration outline methods for achieving the course objectives, emphasizing student-centered teaching principles. Teaching-learning methods and activities specified in the syllabi focus on not only knowledge acquisition but also skill development.

Each study course within the program incorporates tailored teaching-learning methods and activities aligned with the subject matter, teaching level, and objectives of the course. These methods ensure the attainment of learning outcomes outlined in the syllabus, thereby contributing to the overall program objectives.

In selecting teaching methods, consideration is given to the purpose of the course and the desired outcome - what students should know and be capable of. Teaching and learning methods such as lectures, group work, seminars, and practical exercises are employed to deliver the educational component of the program. These methods include associated activities such as discussion, debate, presentations (projects/homework), quizzes, case discussions, and oral examinations of study material. The teaching-learning methods and activities outlined in the study course syllabi facilitate the comprehension of specific material and enhance students' transferable skills.

### Student Knowledge Assessment System

Mastering the educational component within the undergraduate educational program of business administration necessitates active student engagement in the teaching process and adheres to the principle of continuous evaluation of acquired knowledge. Assessment of students' learning outcomes throughout the implementation of the bachelor's educational program follows the evaluation system endorsed by the Minister of Education and Science of Georgia through Order No. 3 dated January 5, 2007, titled "On the Method of Calculating Credits for Higher Education Programs."

Evaluation of student achievement within the study component of the undergraduate educational program of business administration encompasses both intermediate (single or multiple) and final assessments, with the aggregate representing the final evaluation (out of 100 points).

The intermediate and final assessments encompass assessment components that define the methods for evaluating students' knowledge, skills, and competencies (e.g., oral/written exams, surveys, homework, practical/theoretical work). These assessment components encompass various uniform assessment methods (e.g., tests, essays, demonstrations, presentations, discussions, practical/theoretical tasks, group work, participation in discussions, case study solutions, simulated processes), each measured against specific assessment criteria or measurement units to determine the level of achievement of learning outcomes.

Each evaluation form and component contributes a specific portion to the final evaluation score (out of 100 points), as delineated in the respective syllabi and communicated to students at the commencement of the academic semester.

Credit is only awarded to students who receive a positive assessment, with both intermediate and final assessments required for credit attainment.

Throughout the implementation of the undergraduate educational program of business administration, the specific share of the minimum competency threshold for students' midterm and final assessments is outlined in the respective syllabi and communicated to students at the beginning of the semester.

Students assessment system allows:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

In case of receiving 0-50 points in the final evaluation of the educational component, taking into account the evaluation received at the additional exam, the student is assigned an F-0 score.

#### **Area of Employment**

Upon completion of the Bachelor of Business Administration educational program, graduates will have the opportunity to pursue employment in both the public and private sectors. They will be qualified to hold positions as lower and middle managers across various functional areas of business.

#### **Ongoing professional development possibilities**

A graduate of the bachelor's degree program in business administration is eligible to further their studies at higher educational institutions in Georgia or other countries, pursuing a master's program in any discipline, provided that admission requirements to the program do not exclusively mandate a bachelor's degree in another specialty.

#### **Human Resources**

The implementation of the program engages the university's academic staff along with guest lecturers possessing suitable qualifications. These individuals have the requisite competencies to achieve the learning outcomes of the bachelor's program, bolstered by relevant professional experience aligned with the

program's profile, academic credentials, and a background in teaching and research. A significant portion of the faculty actively collaborates with foreign higher educational institutions, contributing to both scientific and academic endeavors.

### Material Resources

The bachelor's program is conducted at Eastern European University, which boasts essential material and technical resources for program implementation. These resources include a university library stocked with mandatory literature and electronic resources specified in the program syllabus, two computer resource centers offering students free access to computers and the Internet, as well as a conference hall and auditoriums. The learning environment is furnished with appropriate equipment, ensuring conducive conditions for quality.

### Double-degree possibility

Students enrolled in the Bachelor of Business Administration educational program have the opportunity to pursue an additional academic degree, Bachelor of Management, at the Warsaw University of Economics and Humanities. To avail themselves of this opportunity, students must complete two years (4 semesters) of study in the program at East European University and accrue the credits outlined in the program's curriculum. Subsequently, during the final academic year (5th and 6th semesters), students will undertake studies at the Warsaw University of Economics and Humanities, following a predetermined curriculum. Selection for continuation of studies at Warsaw University of Economics and Humanities will be conducted through an open competition, adhering to the requirements outlined in the seventh chapter, "Exchange Program and Recognition of Education," of the "Regulating Rule of the Educational Process" at East European University.

<b>Program Leader/s</b>	Davit Sikharulidze, Professor e.mail: <a href="mailto:d.sikharulidze@eeu.edu.ge">d.sikharulidze@eeu.edu.ge</a>
	Tamta Lekishvili, Associate Professor e.mail: <a href="mailto:t.lekishvili@eeu.edu.ge">t.lekishvili@eeu.edu.ge</a>



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## International Relations

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<b>Program</b>	International Relations
<b>Language of instruction</b>	Georgian
<b>Awarded academic degree</b>	Bachelor of International Relations
<b>Program volume in credits</b>	<p>The undergraduate program is based on the ECTS system, is student-centered and is based on the student academic load required to achieve the goals of the educational program.</p> <p>The undergraduate program in International Relations includes 240 ECTS credits, 60 credits per year, 30 credits per semester. Accordingly, the standard duration of the undergraduate program is 4 years or 8 semesters.</p> <p>Based on the student's individual load, the number of credits per year may be less than 60 or more, but not more than 75.</p>
<b>Program coordinator(s)</b>	Associate Professor, Levan Makhashvili
	Associate Professor, Gizo Chelidze

<b>Program Objective</b>
The goal of the Undergraduate program in International Relations is to:

- Acquire a broad theoretical knowledge of the main ideas, concepts, principles and theories of international relations, history of diplomacy, world politics, political system of Georgia, theories of nationalism, principles of international public law, political psychology, national and international security, world economy and international economic relations, main ideas and theories of public policy, the role of international organizations in maintaining / transforming the world order, international and regional conflicts, diplomatic protocol and etiquette, Georgia 's foreign policy, key international negotiation strategies, EU history and institutions, terrorism and counterterrorism; geopolitics as well as comparative politics, which includes a critical understanding of theories and principles of international relations based on the latest aspects of knowledge;
- Develop the ability to apply the acquired knowledge in practice, including the identification of complex and unforeseen problems in the field of international relations, to find, explain and apply the appropriate basis for their solution;
- Develop the ability to analyze problems in the field of international relations, develop appropriate approaches to their solution using standard and some of the latest methods, as well as to draw appropriate conclusions to substantiate the selected approaches;
- Develop the ability to search for, collect and explain necessary information specific to the field of international relations in Georgian and/or English, to perform research work in accordance with pre-defined recommendations, as well as to communicate one's own conclusions and arguments orally and in writing using appropriate terminology;
- Develop the skills to act in accordance with the principles of academic fairness and ethics in the field of international relations, as well as to respect the opinions and evaluations of others.

#### Learning Outcomes/General and Sectoral Competencies

##### Knowledge and understanding

Upon completion of the Undergraduate program in International Relations, the student Describes :

- (I) Describes the basic ideas, concepts, principles and theories of international relations, sources of the history of diplomacy, main directions of global politics, the essence of the political system of Georgia, the essence of nationalism and theories of nationalism, basic concepts and principles of international law, socio-political and political characteristics of power, the main directions of security policy, modern systems and challenges of international security, world economy indicators, issues of international economy and globalization, essence and methods of public policy, nature of international organizations, their role in the process of international cooperation, principal EU institutions, structure of international and regional conflicts and the forms of their manifestation, the functions and significance of the negotiations, the importance of the diplomatic protocol in international relations, the main types, goals and methods of modern terrorism, geopolitical interests of certain states, as well as the essence of comparative policy and key stages in the development of comparative policy;

	(J) Defines the strategic goals, objectives and priorities of Georgia as an independent and democratic state, as well as Georgia's path in the process of integration into Euro-Atlantic structures.
<b>Skills</b>	<p>Upon completion of the Undergraduate program in International Relations, the student:</p> <p>(K) Identifies complex and unforeseen problems in the field of international relations on the basis of the acquired knowledge, discovers, explains and applies appropriate grounds for their solution;</p> <p>(L) Analyzes problems in the field of international relations, develops appropriate approaches to their solution using standard and some of the latest methods, and draws appropriate conclusions to substantiate the selected approaches;</p> <p>(M) Searches for information relevant to the field of international relations in Georgian and/or English and on the basis of updated knowledge communicates orally and in writing with specialists and non-specialists using appropriate terminology;</p> <p>(N) Develops training and research work in the field of international relations in accordance with pre-defined recommendations / instructions.</p>
<b>Responsibility and autonomy</b>	<p>Upon completion of the Undergraduate program in International Relations, the student:</p> <p>(O) Demonstrates the ability to continuously update knowledge in the field of international relations, adhering to the principle of "lifelong learning."</p> <p>(P) Conducts activities in a learning and/or working environment oriented toward continuous professional development of oneself and others, takes responsibility for one's actions, and addresses issues in the field of international relations while adhering to principles of ethics and teamwork.</p>

#### Prerequisite for program admission

A person with a certificate of complete general education issued in Georgia or a document equivalent to it, based on the results of the unified national exams, who has passed the English language as a compulsory subject for enrollment in the academic program, has the right to study at the bachelor's educational program of International Relations. In addition, an exam in mathematics or history or civic education is defined as the third mandatory-elective subject for the entrant to continue his/her studies at the bachelor's educational program of International Relations.

Enrollment of entrants to the bachelor's educational program of International Relations without passing the unified national exams is carried out in accordance with the rules established by the legislation of Georgia.

It is possible to enroll in the bachelor's program of International Relations twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.

Enrollment in the bachelor's program of International Relations or enrollment in the manner of transfer from an authorized higher educational institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia.

#### **Teaching-Learning methods and activities**

The syllabus of each study course provided by the bachelor's program provides ways (methods) to achieve the goal of the study course, which is based on the principles of student-oriented teaching. The teaching-learning methods provided by the syllabus of each training course are focused not only on acquiring knowledge, but also on developing skills.

The study courses of the bachelor's program include the specific teaching-learning methods of the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the bachelor's level and the goals and content of each study course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning results provided by the syllabus of the training course, and the set of existing teaching methods - the achievement of the learning results provided by the program.

When selecting teaching methods, the purpose of the training course and the expected result - what the student should know and what he should be able to do should be taken into account. Teaching and learning methods such as lectures, work in working groups, seminars, e-learning, practical work and others are used to implement the educational component of the educational program. The teaching-learning methods provided by the study course syllabi contribute to the study of specific material and develop the student's transferable skills..

In addition, the teaching-learning method includes relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other and go into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

#### **Student knowledge assessment system**

Mastering the educational component provided by the bachelor's 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.

During the implementation of the bachelor's program, the evaluation of the level of achievement of the student's learning results is produced in accordance with the evaluation system approved by the order N3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Assessment of the level of achievement of the student's learning result in the educational component of the bachelor's program includes intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the bachelor's program, the minimum competence limit of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The evaluation system allows

Five types of positive assessment:

(A) Excellent – 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory – 61-70 points;

(E) Sufficient – 51-60 points.

Two types of negative assessment:

(FX) Fail After Supplementary Assessment - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means, that student's work is not enough and he/she needs repeated study of the subject.

In case of getting FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program's educational component.

### **Employment**

A graduate of the Undergraduate program in International Relations, in addition to state bodies of international direction, may be employed:

- In the public or private sector policy-making subdivisions;
- Entrepreneurial (commercial) and non-entrepreneurial (non-commercial) legal entities of international relations profile;
- Representations of international organizations;
- In diplomatic and consular missions.

### **Opportunity to continue learning**

A graduate of the Undergraduate program in International Relations is eligible to continue his / her studies in the Master program in International Relations in higher education institutions of Georgia or other countries, which is focused on further training of a specialist and a researcher.



A graduate can also continue his / her studies in a master's program in any field, if the prerequisite for admission to this program is not limited to the academic degree of a bachelor's degree in another specialty.

#### **Human resources necessary for the implementation of the program**

The implementation of the undergraduate program in International Relations is provided with appropriate human resources. The educational components provided by the educational program are led by the academic staff of the University, as well as by visiting specialists with basic experience and competencies.

More information on human resources is presented in the appendix of the International Relations Program.

#### **Material resources necessary for the implementation of the program**

To achieve the learning outcomes of the Undergraduate Program in International Relations, the University infrastructure and material and technical resources available to students without restrictions are used, in particular:

- Properly equipped auditoriums and conference rooms;
- Library equipped with computer and information-communication technologies;
- Computer classrooms, computer with Internet and internal network, and adequate computer software for the learning / teaching process;
- Various technical devices, etc.

The educational program is provided with relevant textbooks and methodological literature. The University Library provides students with relevant printed and electronic textbooks, teaching-methodological and scientific literature, as well as a library book database and an electronic catalog on the University website.

#### **Program Structure**

The curriculum of bachelor's program of International Relations consists of I. Compulsory courses within the free component (24 ECTS), II. Elective courses within the free component (12 ECTS), III. Compulsory courses within the main field of study (164 ECTS), and IV. Elective courses within the main field of study (40 ECTS).

The compulsory courses within the free component (24 ECTS) include general compulsory courses (12 ECTS) and basic English language courses (12 ECTS). Accordingly, students must accumulate 24 credits from the compulsory courses within the free component.

Students who have an Intermediate (B1) level of English proficiency are eligible to enroll in the basic English language courses. This proficiency can be verified through an university test, a B1 level English proficiency certificate, or a document confirming education received abroad in the last two years (certificate/diploma). If a student cannot demonstrate B1 level proficiency, they must choose appropriate English language courses within the elective courses of the free component to qualify for the basic English language courses outlined in the curriculum.

A student in the Bachelor's program in International Relations who presents a B2 or higher level English proficiency certificate or a document confirming education received in English abroad (certificate/diploma) is exempt from both the university testing and the basic English language courses. In this case, the accumulation of 240 credits required for the Bachelor's program will be achieved through elective courses in the main field of study and/or elective courses within the free component as outlined in the study plan.

Students must accumulate 12 credits from elective courses within the free component. A student in the Bachelor's program in International Relations has the option to select any course(s) from the bachelor's educational programs offered by the university or other authorized HEIs, in compliance with

prerequisites and up to a maximum of 12 credits, instead of the elective courses within the free component. Additionally, students have the option to fulfill the credit requirements allocated for elective courses within the free component through elective courses in the main field of study.

Students must accumulate 164 ECTS from compulsory courses within the main field of study, which includes a teaching practice (10 ECTS) and the completion of a bachelor's thesis (10 ECTS).

The elective courses within the main field of study (40 ECTS) allow students to deepen their knowledge in the field of International Relations according to their interests and preferences.

**Contact Information:** Associate Professor, Levan Makhashvili Tel. 577288892, [levan.makhashvili@eeu.edu.ge](mailto:levan.makhashvili@eeu.edu.ge)

Associate Professor, Gizo Chelidze Tel. 599069912, [gizo.chelidze@eeu.edu.ge](mailto:gizo.chelidze@eeu.edu.ge)

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## Architecture

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**Program:** Architecture

**Level of Education:** Bachelor's.

**Language of instruction:** Georgian.

**Academic degree / qualification to be awarded (in Georgian and English):** Bachelor of Architecture

**Program Volume in Credits:** The undergraduate program is based on the ECTS system, is student-centered, and is based on the student workload required to achieve the goals of the educational program.

The undergraduate program in architecture includes 240 ECTS credits, 60 credits per year, 30 credits per semester. Accordingly, the standard duration of the undergraduate program is 4 years or 8 semesters.

Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.

### **Qualification description of the program**

#### **a) Program Objectives:**

The aim of the Bachelor of Architecture educational program is to provide the student with:

1. Knowledge of the basics, essence, urban planning, volumetric architecture, patterns of environmental design and interior development, basic design principles, methods and technologies in the field of architecture and develop practical skills for their use;
2. Broad theoretical knowledge of the main features, and values of the architectural system, aspects of social-historical development of modern architecture;

3. Skills necessary to identify well-defined problems in the field of architecture, to analyze them using standard methods and to make a reasoned conclusion and to solve problems independently;
4. Ability to convey creative ideas, professional information or own opinion to specialists and non-specialists in a structured and consistent way, both in native and foreign languages, in accordance with the professional ethics, principles, and values characteristic of architecture;

**b) Prerequisite for admission to the program:** A citizen of Georgia with a state certificate/certificate of general education or an equivalent document has the right to enroll in the Undergraduate program in architecture, based on the results of the Unified National Examinations.

Without the Unified National Examinations, students are enrolled/admitted in the Undergraduate program in architecture in accordance with current legislation.

Enrollment in the Undergraduate program in architecture can be done twice a year, within the timeframe set by the Ministry of Education and Science of Georgia, in accordance with the mandatory procedures and rules set by the University.

Enrollment in the Undergraduate program in architecture, or enrollment by transfer from a recognized foreign higher education institution is carried out on the basis of the decision of the Ministry of Education and Science of Georgia.

**c) Learning outcomes:** The graduate of the Undergraduate program in architecture has the following field and general (transfer) competencies:

Knowledge and understanding	<ol style="list-style-type: none"> <li>1. Describes the theoretical and practical aspects of the main features and principles in the field of architecture:</li> <li>2. Defines the essence of architecture, the laws of color harmony and composition, and the importance of their impact on spatial thinking and sense of proportion for the formation of architectural design:</li> <li>3. Defines professional methods for visualization of project materials, design theory and methods, various constructions, properties of materials and construction methods;</li> <li>4. Describes the social context necessary for the creation of the architectural environment, the principles of ecological sustainability and aspects of the impact of external factors on buildings, modern technologies used in construction, transport and engineering communications, maintenance and safety systems.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>5. Implements a research or practical project in accordance with pre-defined instructions to solve architectural design problems;</li> <li>6. Designs taking into account natural-climatic, urban-planning factors, functional, aesthetic, technical requirements, ergonomic features and composition laws and with relevant instructions, uses historical and cultural precedents in local and world architecture;</li> <li>7. Based on the current legislative acts and normative rules, develops architectural projects using drawings, diagrams, sketches, and modeling, with the instructions of a person with the right of independent practical activity;</li> <li>8. Identifies substantial problems based on the multifaceted vision and analysis characteristic of architecture, analyzes data, situations, construction, technical, technological and other engineering-related design problems based on logical thinking, formulates a reasoned conclusion using ideological-artistic, logical, emotional and aesthetic argumentation and their effective presentation to an interested audience.</li> </ol>
Autonomy and responsibility	<ol style="list-style-type: none"> <li>9. Takes responsibility for the process of designing an object in an urban planning situation, carries out activities related to architecture in a complex, unpredictable learning and working environment in compliance with legal, professional, ethical and social principles.</li> </ol>

#### d) Teaching-learning methods:

- ☒ Lecture
- ☒ Group work

- ☒ Practical work
- ☒ Seminar
- ☒ Learning by electronic resources
- ☒ E-learning
- ☒ Other

The educational courses of the undergraduate educational program of architecture include specific teaching-learning methods relevant to the subject. The teaching-learning methods reflected in the syllabus of each study course correspond to the education level and the goals and content of each course. These methods ensure the achievement of the learning outcomes provided by the syllabus and, in combination, the overall learning outcomes of the program.

When selecting teaching methods, the purpose of the training course and the expected results—what the student should know and be able to do—are taken into account. Teaching and learning methods such as lectures, work in groups, seminars, practical work, and others are used to implement the educational component of the program. These methods contribute to the assimilation of specific material and the development of students' transferable skills.

Additionally, learning methods may include activities such as discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal communication, deduction, induction, analysis, brainstorming, and others. The activities used in the teaching-learning process complement and integrate with each other. Academic and visiting staff implementing the program may use one or more of these activities or any other activity depending on the specific learning task.

#### **e) Student evaluation system:**

Mastering the educational component within the undergraduate educational program of architecture necessitates active student engagement in the teaching process and adheres to the principle of continuous evaluation of acquired knowledge. Assessment of students' learning outcomes throughout the implementation of the bachelor's educational program follows the evaluation system endorsed by the Minister of Education and Science of Georgia through Order No. 3 dated January 5, 2007, titled "On the Method of Calculating Credits for Higher Education Programs."

Evaluation of student achievement within the study component of the undergraduate educational program of architecture encompasses both intermediate (single or multiple) and final assessments, with the aggregate representing the final evaluation (out of 100 points).

The intermediate and final assessments encompass assessment components that define the methods for evaluating students' knowledge, skills, and competencies (e.g., oral/written exams, surveys, homework, practical/theoretical work). These assessment components encompass various uniform assessment methods (e.g., tests, essays, demonstrations, presentations, discussions, practical/theoretical tasks, group work, participation in discussions, case study solutions, simulated processes), each measured against specific assessment criteria or measurement units to determine the level of achievement of learning outcomes.

Each evaluation form and component contributes a specific portion to the final evaluation score (out of 100 points), as delineated in the respective syllabi and communicated to students at the commencement of the academic semester.

Credit is only awarded to students who receive a positive assessment, with both intermediate and final assessments required for credit attainment.

Throughout the implementation of the undergraduate educational program of architecture, the specific share of the minimum competency threshold for students' midterm and final assessments is outlined in the respective syllabi and communicated to students at the beginning of the semester. Students assessment system allows:

**Five types of positive evaluation:**

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

**Two types of negative evaluation:**

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.



In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

In case of receiving 0-50 points in the final evaluation of the educational component, taking into account the evaluation received at the additional exam, the student is assigned an F-0 score.

**f) Employment:** The graduate of the Undergraduate program in Architecture will have the opportunity to work in any position where the academic degree of Bachelor of Architecture is required and it is not necessary to pass the state certification exam and/or additional preconditions provided by the legislation of Georgia.

Graduates of the Undergraduate program in Architecture may be employed to carry out architectural activities at:

- Local self-government (permitting, regulating and controlling) bodies;
- Architectural design and design-studios;
- Architectural-construction and development companies;
- Historical-cultural heritage protection services and foundations;
- Measuring works companies.

**g) Ways to Continue further Studies:** A graduate of the bachelor's education program in architecture is entitled to continue studying at higher educational institutions in Georgia or other countries in a master's program in architecture, which focuses on training specialists and researchers at the next level.

A graduate can also continue their studies in a master's program in any direction, provided that the prerequisite for admission to the program is not limited to a bachelor's degree in another specialty.

**h) Material-Technical Base of the Program:** The program is implemented at Eastern European University, which is equipped with the necessary material-technical resources. Specifically, the university provides the following: a library (where the mandatory literature and electronic resources defined by the program syllabus are available), an architecture research and design bureau, two computer resource centers (with free access to computers and the Internet for students), two conference

halls, appropriately equipped auditoriums, and offices for academic and administrative staff. To support the practical components of the program, memorandums have been signed with relevant institutions.

**i) Human Resources of the Program:** The implementation of the bachelor's program in architecture is ensured by appropriate human resources. The educational components provided by the program are led by the university's academic staff, as well as invited specialists with relevant experience and competencies.

#### **j) Program Structure**

Undergraduate Program in Architecture is comprised of:

- Compulsory Study Courses of the Main Field of Study (156 ECTS)
- Mandatory Free Component (18 ECTS)
- Foreign Language Component (36 ECTS) – After the English language proficiency test, students will be offered a course at the appropriate level of English. According to the program, the study of English is mandatory at least at the B2 level. The English language component is focused on studying the English language and developing communication skills in English, using English-language sources widely in the learning and teaching process, and strengthening the internationalization element of the educational program. Students who, based on the test results, do not need to complete the training course(s) provided by the language component of the program will accumulate the number of mandatory credits for the qualification determined by the educational program through optional training courses and/or the free component of the specialty. The university can recognize the following certificates proving knowledge of English at the B2 level or higher:

List of international certificates and scores corresponding to B2 level:	
TOEFL PBT	Amount of points: not less than 513 points
TOEFL (TOEFL IBT)	Amount of points: not less than 65 points
British Council and Cambridge University English language tests (IELTS)	Amount of points: not less than 5.5 points

British Council and Cambridge University English language exams (Cambridge Exam)	Proficiency level: FCE minimum
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- Specialty optional training courses/modules (30 ECTS);
- Free components (12 ECTS).

The training courses included in the module are logically connected to each other, and each of them can be studied as a mandatory prerequisite for studying the rest of the training courses provided by the program curriculum.

**Contact Information:** Merab Bolkvadze, Tel. 599553420, [mbolkvadze@eeu.edu.ge](mailto:mbolkvadze@eeu.edu.ge)

Bela Tinikashvili 595007403, [b.tinikashvili@eeu.edu.ge](mailto:b.tinikashvili@eeu.edu.ge)

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## Psychology

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**Educational program name:** Psychology

**Higher education level:** Bachelor's degree

**Faculty:** Legal and Social Sciences

**Qualification to be awarded:** Bachelor of Psychology

**Language of instruction:** Georgian

**Supervisors of the educational program:**

Tinatin Pantsulaia, Doctor of Psychology, Professor, Tel.: 577540069, e-mail Address: [t.pantsulaia@eeu.edu.ge](mailto:t.pantsulaia@eeu.edu.ge)

Zurab Mkheidze, associate professor, tel.: 599503455, e-mail Address: [zurab.mkheidze@eeu.edu.ge](mailto:zurab.mkheidze@eeu.edu.ge)

**Program volume in credits:**

The bachelor's program is based on the European Credit Transfer and Accumulation System (ECTS). One credit in the Bachelor's program in psychology includes a student's study load of 25 hours, which combines both contact and independent hours.

The bachelor's program in psychology includes a total of 240 ECTS credits, a full load of one academic year - 60 (ECTS) credits, and a full load of one semester - 30 credits. Accordingly, the standard duration of the bachelor's program is 8 academic semesters or 4 years.

It is allowed for a student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

### **Prerequisites for admission to the program**

A person with a certificate of complete general education issued in Georgia or a document equivalent to it, based on the results of the unified national exams, who has passed the English language as a mandatory subject for enrollment in the academic program, has the right to study at the bachelor's program in psychology. In addition, an exam in mathematics, history or biology is defined as the third compulsory-elective subject for the entrant to continue studying at the bachelor's program in psychology..

Enrollment of entrants to the bachelor's program in psychology without passing the unified national exams is carried out according to the rules established by the legislation of Georgia.

It is possible to enroll in the Bachelor's program of psychology twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.

Enrollment in psychology bachelor's program or transfer enrollment from an authorized higher educational institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia..

### **Purpose of the program**

The purpose of the bachelor's program in psychology is to:

- to provide the student with a broad theoretical knowledge based on the latest aspects of the goals of psychology, the historical foundations of psychology, currents of modern psychology, the tasks and principles of psychobiology, the specifics of psychological fields(developmental psychology, social psychology, cognitive psychology, experimental psychology, clinical psychology, educational psychology and others), basic methodologies and methods of social research, basic models of social statistics, data processing, basic aspects of organizational behavior, basics of clinical psychology, psychodiagnostic methods and ethical aspects, tasks and

directions of neuropsychology, basics of psychoconsulting, principles of professional ethics and ethical standards, which includes a critical understanding of basic concepts, concepts, principles and theories related to basic psychology and fields of psychology;

- to develop the student's ability to recognize complex and unexpected problems in the field of psychology and to develop appropriate ways of solving them using general scientific methods of cognition;
- To develop the ability of the student to find, collect and interpret the necessary information in Georgian and/or English languages, as well as to analyze the data and/or situations using the basic research methods.;
- to train the student in the field of psychology, in compliance with ethical norms, to justify his own positions and conclusions, as well as to develop a research or practical project/paper in accordance with predetermined guidelines;
- To develop the student's ability to justify his ideas, positions/conclusions in oral and written form about the problems in the field of psychology and their solutions using professional terminology.;
- To develop the student's ability to observe the principles of ethics of research and/or practical activities, to act within the norms of professional behavior, to respect the opinions and assessments of others, as well as to constantly update one's own professional skills, area of competence and knowledge.

### **Learning outcomes of the program**

#### **Knowledge and understanding**

After completing the bachelor's program in psychology, the student:

(A) describes:

- historical foundations of psychology, trends in the formation and development of the science of psychology, currents of modern psychology, theories of intelligence and emotions, main types of psychological disorders, differences in therapeutic directions; tasks and principles of psychobiology, stages of research, modern methods of human psychobiological research;
- the specifics of psychological fields (developmental psychology, social psychology, cognitive psychology, experimental psychology, clinical psychology, educational psychology and others), namely, theories of developmental psychology, basic concepts of social psychology, theories, trends in the development of social psychology, causes of conflict and ways to resolve them , personality theories, personality research methods, the main directions of personality

psychology, the structure of experimental psychology, the basic principles of clinical psychology, the basic concepts of educational psychology, ways of expanding pedagogical awareness;

- stages of research, ethical issues of research, basic methodologies and methods of research, key issues of social statistics, basic concepts and concepts of statistics, the essence of statistical research, basic elements of probability, rules of statistical hypothesis formation, basics of classical statistics, basic tasks of mathematical statistical methods, descriptive and the main functions and tasks of final statistics;
  - the main aspects and issues of organizational behavior, motivation theories, leadership theories, leader types, conflict types, stages and determinants, ways and approaches to conflict resolution, types of organizational structure, types of organizational design, the function of organizational culture;
  - the essence, subject and tasks of psychodiagnosis, the history of the development of psychodiagnosis, methods of psychodiagnosis; the history of the formation of neuropsychology, the methods of neuropsychological research and the stages of neuropsychological research; the purpose of psychological counseling, client's rights, psychological counseling techniques, theoretical and practical foundations of psychological counseling;
  - Principles of professional ethics, ethical standards, professional risks and responsibilities of a psychologist, ethical aspects of psychodiagnosis, unethical experiments;
- (B) defines the specifics, features, regularities of the development of basic psychology, theories and principles of applied branches of psychology, as well as some of the latest aspects of psychology.

### **Skills:**

After completing the bachelor's program in psychology, the student:

- (C) recognizes complex and unpredictable problems in the field of psychology and uses general scientific methods of cognition (analysis, abstraction, comparison, generalization, induction, deduction, analogy, modeling, classification) to solve said problems;
- (D) searches for, collects and interprets necessary information and data in Georgian and/or English languages, analyzes used data and/or situations using all main methods of quantitative and qualitative research (probability and non-probability sampling, observation, interview, focus group, survey, questionnaire, experiment, content analysis, case study), as well as using some of the latest basic statistical methods (selection of research groups, information collection and primary data processing);
- (E) substantiates his/her own positions and conclusions in the field of psychology, taking into account relevant social, scientific and/or ethical issues;

- (F) develops a research or practical project/paper in the field of psychology in compliance with the norms of ethics in accordance with the predetermined guidelines.;
- (G) Discusses, using professional terminology, own ideas, problems in the field of psychology and ways of solving them with specialists and non-specialists orally and in writing.

### **Responsibility and autonomy:**

After completing the bachelor's program in psychology, the student:

- (H) demonstrates the ability to adhere to the principles of ethics in development-oriented research and/or practical activities (with colleagues, beneficiaries, the target group involved in the research process), act within the norms of professional conduct, as well as respect the opinions and assessments of others;
- (I) demonstrates the ability to continuously update his professional skills, area of competence, and knowledge in the field of psychology, following the principle of "lifelong learning".

### **Teaching-learning methods and activities**

The syllabus of each study course provided by the bachelor's program in psychology provides ways (methods) to achieve the goal of the study course, which is based on the principles of student-centered teaching. The teaching-learning methods provided by the syllabus of each course are focused not only on acquiring knowledge, but also on developing skills.

The study courses of the bachelor's program in psychology include the specific teaching-learning methods of the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the undergraduate level and the goals and content of each study course. Teaching-learning methods, depending on the specifics of the course, ensure the achievement of the learning results provided by the syllabus of the training course, and the combination of existing teaching methods - the achievement of the learning results provided by the program.

When selecting teaching methods, the goal of the training course and the expected result are taken into account - what the student should know and be able to do. Teaching and learning methods such as lecture, work in working groups, seminar, e-learning, practical work and others are used to implement the educational



component of the educational program. The teaching-learning methods provided by the study course syllabi contribute to the assimilation of specific material and develop the student's transferable skills..

In addition, the teaching-learning method includes relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, induction, analysis, brainstorming, case study ), problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other and go into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

### **Student knowledge assessment system**

Mastering the educational component provided by the Bachelor's educational program of psychology takes into account the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the psychology bachelor's educational program, the assessment of the level of achievement of the student's learning results is produced in accordance with the evaluation system approved by the order of the Minister of Education and Science of Georgia N3 of January 5, 2007 "On the procedure for calculating credits for higher education programs".

Assessment of the level of achievement of the student's learning outcome in the educational component of the bachelor's program in psychology includes intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the means/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the

final assessment, which is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the bachelor's program in psychology, the minimum competence limit of the student's midterm and final assessment is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

Credit may not be awarded using only one assessment component (midterm or final assessment). The student is awarded credit if he/she exceeds the minimum competence thresholds defined in each evaluation component and receives one of the positive evaluations.

The evaluation of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The assessment system has:

#### **Five types of positive evaluation:**

A - Excellent 91-100 points

B - very good 81-90 points

C - Good 71-80 points

D - Satisfactory 61-70 points

E - Enough 51-60 points

#### **Two Negative assessment**

FX - Fail After Supplementary Assessment– 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

F - Fail– 40 points and below, which means that the work done by the student is not enough and he has to study the course/subject anew.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

### **Areas of employment**

A graduate of the bachelor's program in psychology can be employed in various private or public structures, in accordance with the competence of the bachelor's degree in psychology, namely:

- in the field of education - in pre-school and school institutions;
- in the direction of health care - rehabilitation and social adaptation centers;
- In the direction of the field of soim research organizations - research assistant, novice researcher, data interviewer;cial assistance - in the social service agency;
- in research organizations - research assistant, novice researcher, data interviewer;
  - In human resource management structures of enterprises, organizations, institutions;
- PR in the industry.

### **The possibility of continuing education**

A graduate of the bachelor's program in psychology is entitled to continue his studies in the higher educational institutions of Georgia or other countries in the master's program in the direction of psychology, which is focused on the training of a specialist and researcher at the next level..

A graduate student can also continue his studies in a master's program of any direction, if the prerequisite for admission to this program is not limited to a bachelor's academic degree in another specialty.

## **Material and technical resources**

The material resources owned by the university ensure the realization of the goals of the psychology undergraduate educational program and the achievement of the planned learning outcomes. University infrastructure and material-technical resources available to students without restrictions are used to achieve the learning outcomes provided by the psychology bachelor's program, in particular:

- Educational auditoriums equipped with a basic set of educational tools (computers, projectors, projection screens, other educational equipment);
- conference halls of different sizes intended for public lectures, conferences, work meetings;
- Library equipped with modern information and communication technologies, computer equipment, electronic catalog and Internet access (Wi-Fi and cable);
- Computer classes equipped with computer equipment and adequate computer programs for the learning/teaching process, etc.

The educational program is supported by the university library, which houses the latest Georgian and foreign language modern book fund. The book fund includes printed and electronic textbooks, scientific literature, lecture courses, internet resources, readers and other teaching-methodical materials, which are replenished and updated every year.

## **Information about the human resource necessary for the implementation of the educational program**

The implementation of the bachelor's program in psychology is provided with appropriate human resources. The implementation of the program involves the academic staff of the university and invited specialists with appropriate qualifications, who have the necessary competence, academic degree, teaching and research experience to produce the learning outcomes of the bachelor's program in psychology..

Additional information about human resources can be found in the appendix of the educational program of psychology and in the syllabi of the relevant training courses.

## **Program structure**

The bachelor's program in psychology consists of:

- I. Mandatory study courses of the free component (24 ECTS),
- II. optional study courses of the free component (12 ECTS),
- III. Compulsory study courses of the main field of study (164 ECTS)
- IV. Elective courses of the main field of study (40 ECTS).

The compulsory study courses of the free component (24 ECTS) include general compulsory study courses (12 ECTS) and basic English language study courses (12 ECTS). Accordingly, at the expense of the compulsory training courses of the free component, the student must accumulate 24 credits.

A student who speaks English at the Intermediate (B1) level will be admitted to basic English language courses. This can be confirmed by internal university testing or by a certificate confirming knowledge of the English language B1 level or by a document confirming the education received abroad in the last 2 years (certificate/diploma). If the student fails to confirm the B1 level of English language knowledge, it is mandatory for him, within the framework of the optional courses of the free component, to choose the appropriate courses of the English language in order to be admitted to the basic courses of the English language provided by the curriculum.

A student of the bachelor's program in psychology who presents a certificate confirming knowledge of the English language B2 or higher or a document confirming the education received in English abroad (certificate/diploma) is exempt from both internal university testing and basic English language courses. In this case, 240 credits of the bachelor's program are accumulated at the expense of the elective courses of the main field of study provided by the curriculum and/or the optional courses of the free component.

At the expense of the optional courses of the free component, the student must accumulate 12 credits. A student of the bachelor's program in psychology, instead of the optional courses of the free component, has the right to choose any course(s) from the bachelor's programs of the university and other authorized higher education institutions, according to his interests, but not more than 12 credits. In addition, the student has the right to complete the amount of credits intended for the elective courses of the free component at the expense of the elective courses of the main field of study.

At the expense of compulsory study courses of the main field of study, the student must accumulate 164 ECTS, which includes teaching practice (10 ECTS) and the performance of a bachelor's thesis (10 ECTS).

Elective courses (40 ECTS) of the main field of study allow the student to deepen his knowledge in the field of psychology, taking into account his own desire and interests.

**Contact Information:** Tinatin Pantsulaia, Professor, Doctor of psychology, 577540069, [t.pantsulaia@eeu.edu.ge](mailto:t.pantsulaia@eeu.edu.ge)

Zurab Mkheidze, associate professor, 599503455, [zurab.mkheidze@eeu.edu.ge](mailto:zurab.mkheidze@eeu.edu.ge)

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## Preschool Education

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**Name of educational program:** Preschool Education

**Higher education level:** Bachelor's degree

**Faculty:** Education Sciences

**Qualification to be awarded:** Bachelor of Preschool Education

**Teaching language:** Georgian

**Heads of the educational program:**

Ketevan Aptarashvili, Doctor of Education Sciences, Associate professor, tel.: (+995) 577022002, e-mail Address: [K.aptarashvili@eeu.edu.ge](mailto:K.aptarashvili@eeu.edu.ge)

Dr. Angela Scollan, Invited Specialist, e-mail Address: [a.scollan@mdx.ac.uk](mailto:a.scollan@mdx.ac.uk)

**Program volume in credits:**

The bachelor's program is built on the basis of the European Credit Transfer and Accumulation System (ECTS). One credit in the bachelor's degree program in preschool education covers a student's study load of 25 hours, which combines both contact and independent hours.

The bachelor's educational program of preschool education includes a total of 240 ECTS credits, a full load of one academic year - 60 (ECTS) credits, and a full load of one semester - 30 credits. Accordingly, the standard duration of the bachelor's program is 8 academic semesters or 4 years.

It is permissible for a student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 26

75 (ECTS) credits in one academic year.

### **Prerequisites for admission to the program**

A person with a certificate of complete general education issued in Georgia or a document equivalent to it, based on the results of the unified national exams, who has passed the English language as a compulsory subject for enrollment in the academic program, has the right to study at the bachelor's educational program of preschool education. In addition, an exam in mathematics or history is defined as the third mandatory-elective subject for the entrant to continue his/her studies at the bachelor's educational program of preschool education.

Enrollment of entrants to the bachelor's educational program of preschool education without passing the unified national exams is carried out in accordance with the rules established by the legislation of Georgia.

It is possible to enroll in the bachelor's program of pre-school education twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.

Enrollment in the bachelor's program of pre-school education or enrollment in the manner of transfer from an authorized higher educational institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia.

### **Purpose of the program**

The purpose of the bachelor's program of preschool education is:

- to provide the student with a broad theoretical knowledge based on the latest aspects of early childhood development characteristics, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, the principles of teamwork, strategies and principles of preschool



education, early childhood care, health and social care basics, child rights-based approaches, which includes critical understanding of basic concepts, principles and theories related to preschool education;

- to develop the student's ability to recognize complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills;
- to develop the student's ability to analyze the problems in the field of preschool education in compliance with ethical norms, to develop a research or practical project/paper in accordance with predetermined guidelines, to provide information and data on the issues of early education and development of the child in Georgian and/or English languages, including information on child and family rights, data retrieval, collection and interpretation, as well as using basic research methods;
- to develop the student's ability to justify his ideas, positions/conclusions in oral and written form about the problems in the field of preschool education and their solutions using professional terminology;
- to develop the student's ability to conduct development-oriented activities in a preschool educational institution without supervision, following the principles of ethics, to work in a diverse socio-cultural environment, as well as to constantly update his/her own knowledge.

### **Learning outcomes of the program**

#### **Knowledge and understanding**

After completing the bachelor's program of preschool education, the student:

1. The student describes the characteristics of early childhood development, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, principles of teamwork, strategies and principles of early childhood education, foundations of early childhood care, health and social care, child rights-based approaches, including a critical understanding of theories and principles in the field of early childhood education and some of the latest aspects of knowledge;

2. Determines the importance of early child development from a holistic perspective, the central importance of play and the active role of the child in this process, the importance of the context of social diversity, the importance of children's participation in the social and cultural life of the kindergarten and community, the role and importance of parents in the process of child development, as well as the importance of a democratic and critically reflective approach in the work process.

### **Skills:**

After completing the bachelor's program of preschool education, the student:

3. identifies complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills of innovation and creativity;
4. plans and conducts practice research in the field of preschool education, develops a research or practical project (thesis) in the field of early education in compliance with the norms of ethics, in accordance with predetermined guidelines;
5. searches for, collects and interprets information and data related to the issues of early education and development of children, as well as the rights of the child and family, in Georgian and/or English languages, analyzes the problems in the field of preschool education using all the main methods of quantitative and qualitative research, as well as some of the latest basic statistical methods;
6. forms appropriate conclusions and approaches regarding the establishment of quality, inclusive preschool education services in the local community, as well as the strengthening of inclusive practices in the preschool education institution, taking into account relevant social, scientific and/or ethical issues;
7. participates in discussions related to the field of preschool education, based on the context of the child's interests, discusses his own ideas, problems in the field of preschool education and ways to solve them with specialists and non-specialists in written and oral form, using information and communication technologies.

### **Responsibility and autonomy:**

After completing the bachelor's program of preschool education, the student:

8. conducts development-oriented activities in the preschool education institution without supervision, in compliance with the principles of ethics,
9. Demonstrates to constantly update knowledge in accordance with the principle of "lifelong learning".

### **Teaching-learning methods and activities**

The syllabus of each study course provided by the bachelor's program of preschool education provides ways (methods) to achieve the goal of the study course, which is based on the principles of student-oriented teaching. The teaching-learning methods provided by the syllabus of each training course are focused not only on acquiring knowledge, but also on developing skills.

The study courses of the bachelor's program of pre-school education include the specific teaching-learning methods of the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the bachelor's level and the goals and content of each study course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning results provided by the syllabus of the training course, and the set of existing teaching methods - the achievement of the learning results provided by the program.

When selecting teaching methods, the purpose of the training course and the expected result - what the student should know and what he should be able to do should be taken into account. Teaching and learning methods such as lectures, work in working groups, seminars, e-learning, practical work and others are used to implement the educational component of the educational program. The teaching-learning methods provided by the study course syllabi contribute to the study of specific material and develop the student's transferable skills..

In addition, the teaching-learning method includes relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other and go into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

### **Student knowledge assessment system**

Mastering the educational component provided by the bachelor's program of pre-school education takes into account the active participation of students in the

teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the bachelor's program of preschool education, the evaluation of the level of achievement of the student's learning results is produced in accordance with the evaluation system approved by the order N3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Assessment of the level of achievement of the student's learning result in the educational component of the bachelor's program of preschool education includes intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the bachelor's program of preschool education, the minimum competence limit of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The evaluation system allows

**Five types of positive assessment:**

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

**Two types of negative assessment:**

- (FX) Fail After Supplementary Assessment - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- (F) Failed – 40 points and less, which means, that student's work is not enough and he/she needs repeated study of the subject.

In case of getting FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program's educational component.

**Areas of employment**

A graduate of the bachelor's program of preschool education can be employed in:

- Public or private educational institutions of early and pre-school education and education, both in an educational (tutor-teacher, educator, program specialist, methodist) and administrative position:

- Formal and informal early and preschool education national and international programs;
- Environments thematically related to early and preschool education (for example, early intervention services, museums, children's libraries, etc.).
- Research organizations - research assistant, novice researcher, data interviewer;
- Other types of early and preschool education and care facilities and programs.

### **The possibility of continuing education**

A graduate of the Bachelor's program of pre-school education is entitled to continue his/her studies in the higher educational institutions of Georgia or other countries at the master's programs in the direction of education, which is focused on the training of specialists and researchers of the next level.

A graduate student can also continue his/her studies in any field of master's program, if the prerequisite for admission to this program is not limited to a bachelor's degree in another specialty.

### **Material and technical resources**

The material resources owned by the university ensure the realization of the goals of the bachelor's program of preschool education and the achievement of planned learning outcomes. University infrastructure and material-technical resources available to students without restrictions are used to achieve the learning outcomes provided by the bachelor's program of preschool education, namely:

- Educational auditoriums equipped with a basic set of educational tools (computers, projectors, projection screens, Smart Boards, other educational equipment);
- conference halls of different sizes intended for public lectures, conferences, work meetings;
- Library equipped with modern information and communication technologies, computer equipment, electronic catalog and Internet access (Wi-Fi and cable);
- Computer classes equipped with computer equipment and adequate computer programs for the learning/teaching process, etc.

The educational program is supported by the university library, which houses the latest modern Georgian and foreign language books. The book fund includes printed

and electronic textbooks, scientific literature, lecture courses, internet resources, readers and other teaching-methodical materials, which are replenished and updated annually.

### **Information about the human resource necessary for the implementation of the educational program**

The implementation of the bachelor's program of pre-school education is provided with appropriate human resources. The implementation of the program involves the academic staff of the university and invited specialists with appropriate qualifications, who have the necessary competence, academic degree, teaching and research experience to produce the learning outcomes of the bachelor's program of preschool education.

Additional information on human resources can be found in the appendix of the educational program of preschool education and in the syllabi of the relevant courses.

### **Program structure:**

The curriculum of bachelor's program of pre-school education consists of I. free component compulsory courses (42 ECTS), II. Compulsory courses of the main field of study (167 ECTS), III. elective courses of the main field of study (25 ECTS) and IV. Free component from elective courses (10 ECTS).

The free component compulsory courses (42 ECTS) consist of general compulsory courses (18 ECTS) and English language courses (24 ECTS).

English language courses are focused on learning English and developing communication skills in English, widely using English-language sources in the learning and teaching process, strengthening the internationalization element of the educational program.

The study of English language is mandatory with the volume of at least 24 credits, during 4 academic semesters. In addition, during the 3rd-4th academic semester, the student will study the English language relevant to the specialty.

For a student of a bachelor's program in pre-school education, who submits a certificate confirming knowledge of the English language B2 or higher or a document

confirming the education received abroad (certificate/diploma), it is mandatory to accumulate only 12 credits from English language courses at the expense of English language courses relevant to the major. In these cases, 240 credits of the bachelor's educational program are accumulated at the expense of elective courses of the main field of study and/or optional courses of the free component provided by the curriculum..

Compulsory courses of the main field of study (167 ECTS) include compulsory courses of the specialty (117 ECTS) and courses for strengthening knowledge and skills (50 ECTS). In the educational program, the practice component is presented both as independent courses (observational, participatory, active practice - 40 credits) and integrated (embedded) in theoretical courses. The practice embedded in the theoretical courses focuses on the topics covered by the content of the relevant training course. The professional practice component contributes to the development of practical skills corresponding to the theoretical knowledge related to early and preschool education.

Elective courses of the main field of study (25 ECTS) allow the student to deepen his/her knowledge in the field of preschool education, taking into account his/her own desire and interests.

A student of the bachelor's program of preschool education has the right to choose any educational course(s) in accordance with his/her interests within the framework of the elective courses of the free component, at the expense of the elective courses of the main field of study, both from the bachelor's programs of the university and other authorized higher educational institution, in compliance with the prerequisites , but not more than 10 credits.






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## Law

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**Educational program name:** LAW

**Higher education level:** Master's degree

**Faculty:** Legal and Social Sciences

**Qualification to be awarded:** Master of Law

**Language of instruction:** Georgian

**Supervisors of the educational program:** Zviad Rogava, Doctor of Law, Professor, Tel.: 599252552, e-mail Address: [zrogava@eeu.edu.ge](mailto:zrogava@eeu.edu.ge)

**Program volume in credits:**

The master's education program is built on the basis of the European Credit Transfer and Accumulation System (ECTS). One credit in the Master of Law education program covers a student's study load of 25 hours, which combines both contact and independent hours.

The Master's program in Law in total includes 120 ECTS credits, a full load of one academic year - 60 (ECTS) credits, and a full load of one semester - 30 credits.

Accordingly, the standard duration of the master's educational program is 4 academic semesters or 2 academic years.

It is allowed for a student's study load to exceed 60 credits or be less than 60 credits during one academic year. In addition, it is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

### **Prerequisites for admission to the program**

A person with a bachelor of law degree or equivalent academic degree who successfully passes the common master's degree exam and intra-university exams is eligible to study at the Master of Law educational program..

The right to participate in intra-university exams will be obtained by the master's degree candidate who overcomes the minimum competence limit of the general master's exam..

The master's degree candidate passes an intra-university written exam (testing) in the English language, in order to confirm knowledge of the English language at least B2 level, and a written exam (testing) in the specialty, based on the student's choice, in one of the following directions: public law, private law, criminal law.

The content of the internal university exams, the procedure, issues of the internal university exams (test samples) and the criteria for evaluating students' knowledge will be posted on the university's website at least one month before the exams (<http://eeu.edu.ge>)

A person can be enrolled in the educational programs of the Master of Laws in accordance with the applicable legislation. In addition, a master's student wishing to enroll in the law master's educational program on a mobility basis must meet the prerequisites for admission to the educational program.

It is allowed to continue studying at master's educational programs without passing common master's exams, in the manner established by the Ministry of Education and Science of Georgia and within the established time limits in the cases provided for by Article 521, Clauses 7 and 71 of the Law of Georgia "On Higher Education".

**Note:** A master's degree candidate is exempted from the internal English language exam if he presents an international certificate confirming knowledge of the English language at least B2 level (Cambridge ESOL Exams: IELTS – Bands at least 5.5; FCE – at least Grade C; BEC Vantage – at least Grade C; ILEC – Pass with B2; BULATS – 65-69; TOEIC – 715-795; Aptis Test: at least 46-49) or a relevant valid certificate (CERTUS) issued by the National Center for Assessment and Examinations or a diploma confirming the completion of an English-language academic educational program (bachelor's, master's, etc.) within the last 2 years.

### **Purpose of the program**

The purpose of the Master of Law educational program is:

- to provide the student with deep and systematic knowledge of the basic principles of academic writing, modern methods of legal research, and the rules of academic honesty, issues of academic ethics, perspectives of judicial law development, basic principles of judges' conduct, rules of judicial ethics, sources of EU law, the main provisions of the Association Agreement, aspects of legal approximation in the normative space of Georgia, as well as modern achievements of national and foreign public, private or criminal legislation and science, current problems, development trends, challenges, gaps and ways to improve them;
- to develop the student's ability to interpret the norms of public, private or criminal law at a professional level, to evaluate the factual circumstances of legal cases and non-standard legal situations in the field of public, private or criminal law, as well as to recognize legal gaps;
- develop the ability of the student to analyze the legislation in force in the public, private or criminal law field, to analyze the latest scientific studies and to develop his own legal conclusions;
- for the student to develop the ability to share his research results, conclusions and arguments in Georgian and English languages in written and oral form to the academic, complex and professional society;
- develop the student's ability to independently search for the latest information from various sources, as well as to independently conduct studies and scientific research in the field of private, criminal or public law;
- develop the student's ability to adhere to the rules of academic honesty, ethical standards of scientific research, legal values and use innovative ways to solve problems..

### **Learning outcomes of the program**

After completing the Master of Law educational program, the student:

1. Describes:

- Basic principles of academic writing, modern methods of legal research, rules of academic honesty, issues of academic ethics, principles of creating scientific texts, perspectives of the development of judicial law, basic principles of judges' behavior, rules of judicial ethics, peculiarities of judges' disciplinary proceedings, sources of EU law, main principles of association agreement provisions, aspects of legal approximation in the normative space of Georgia;
  - Modern achievements of public, private or criminal science, substantive and procedural legislation, current problems, development trends, challenges, shortcomings, as well as ways to improve them.
2. interprets the norms of public, private or criminal law at a professional level, evaluates the factual circumstances of a legal case in the field of private, criminal or public law, non-standard legal situations, identifies legal gaps and develops new, original ways of solving them;
  3. Analyzes the current public, private or criminal legislation, modern national and international judicial practice, legislative innovations, the latest scientific research and develops its own complex legal conclusions regarding the Europeanization and/or improvement of national legislation;
  4. Discusses with the academic, complex and professional society about the results, conclusions and arguments of his own research, observing the principles of academic integrity, in written and oral form;
  5. Identifies current scientific legal problems in the field of private, criminal or public law, plans a scientific-research process on current legal issues and independently develops a scientific research project/paper;
  6. Demonstrates the ability to independently search for primary data, complex or incomplete up-to-date information from various sources, including foreign legal information resources, and independently conduct studies in the field of public, private or criminal law;
  7. Adheres to the rules of academic honesty, ethical standards of scientific research, legal values, uses strategic approaches and/or innovative ways of solving problems when solving tasks of a research or practical nature.

### **Teaching-learning methods and activities**

The syllabus of each study course provided by the Master of Law educational program provides for the ways (methods) of achieving the goal of the study course, which is based on the principles of student-oriented teaching. The teaching-learning methods provided by the syllabus of each study course are focused not only on acquiring knowledge, but also on developing skills.

The courses of Master's Program of Law include teaching-learning methods relevant to the specifics of the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the master's level of education and the goals and content of each study course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning results provided by the syllabus of the training course, and the combination of existing teaching methods - the achievement of the learning results provided by the program.

When selecting teaching methods, take into account the purpose of the course and the expected result - what the student should know and be able to do. Teaching and learning methods such as lecture, work in working groups, seminar, practical work and others are used to implement the educational component of the educational program. The teaching-learning methods provided by the study course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.

In addition, the teaching-learning method includes relevant activities: discussion/debate, cooperative learning, group work, demonstration, explanation, verbal, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other and go into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

### **Student knowledge assessment system**

Mastering the educational component provided by the master's educational program of law assumes the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the master's educational program of law, the assessment of the level of achievement of the student's learning results is made in accordance with the evaluation system approved by the order of the Minister of Education and Science of Georgia N3 of January 5, 2007 "On the method of calculating credits for higher education programs".

Assessment of the level of achievement of the student's learning outcome in the educational component of the Master of Law educational program includes

intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the means/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the Master of Law educational program, the minimum competence limit of the student's midterm and final assessment is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). Credit is awarded to the student in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations..

The evaluation of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out. The evaluation system of the learning component of the educational program allows:

**Five types of positive evaluation:**

A - Excellent 91-100 points

B - very good 81-90 points

C - Good 71-80 points

D - Satisfactory 61-70 points

E - Enough 51-60 points

### **Two Negative assessment**

FX - Fail After Supplementary Assessment– 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

F - Fail– 40 points and below, which means that the work done by the student is not enough and he has to study the course/subject anew.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled no later than 5 calendar days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The scientific-research component (master's thesis) of the Master of Law educational program must be evaluated in the same or the next semester in which the student completes work on it.

The scientific-research component of the master's educational program in law (master's thesis) is evaluated as a whole, as a whole - by the final evaluation, which includes the "Rule of planning, implementation and evaluation of the scientific-research component of the master's educational programs of the Faculty of Law and Social Sciences" of the University of East Europe by the persons specified The grade received on the evaluation and defense of the content side of the master's thesis.

The evaluation system of the scientific-research component (master's thesis) of the master's educational program of law allows:

### **Five types of positive evaluation:**

A - Excellent 91-100 points

B - very good 81-90 points

C - Good 71-80 points

D - Satisfactory 61-70 points

E - Enough 51-60 points

### **Two Negative assessment**

FX - Fail After Supplementary Assessment – 41-50 points, which means that the master's student is allowed to submit a revised master's thesis during the next semester;

F - Fail— 40 points and less, which means that the master's student loses the right to submit the same master's thesis.

### **Areas of employment**

A graduate of the Master of Law educational program is given the opportunity to work in any position where a Master of Law degree is required and it is not necessary to pass the state certification exam and/or additional prerequisites provided by the legislation of Georgia.

A graduate of the Master of Law educational program can enter the profession of a judge, according to the procedure established by the current legislation.

### **The possibility of continuing education**

A graduate of the Master of Law educational program is entitled to continue his studies in the higher educational institutions of Georgia or other countries in the doctoral educational program of law, which is focused on the training of a researcher of the next level.

A graduate student can also continue his studies at a doctoral program of any direction, if the prerequisite for admission to this program is not limited to a master's academic degree in another specialty.



### **Material and technical resources**

University infrastructure and material-technical resources available to students without restrictions are used to achieve the learning outcomes provided for by the Master of Law educational program, namely:

- Auditoriums equipped with appropriate inventory, working rooms of academic and administrative staff;
- conference hall;
- A library equipped with computer equipment and information and communication technologies, where relevant printed and electronic literature provided by the syllabus of the program is available;
- Three computer resource centers, computer equipment connected to the Internet and internal network, and adequate computer programs for the learning/teaching process;
- Various technical devices, etc.

The program has the support of the university library, which houses the latest Georgian and foreign language modern book fund. The book fund includes mandatory literature, lecture courses, readers and other educational materials (including those on electronic media) provided by the syllabi, which are supplemented and updated annually with basic and additional textbooks provided by the syllabi of the training courses, as well as other types of literature. Students have access to the latest scientific periodicals in electronic and material form, international electronic library databases: Lexis nexis, Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks.

In order to implement the practical component, the university has signed memorandums of cooperation with various legal companies and professional associations, as well as with the Supreme Court of Georgia, where students will have the opportunity to develop practical skills.

### **Information about the human resource necessary for the implementation of the educational program**

The implementation of the program involves the academic staff of the university and invited specialists with appropriate qualifications, who have the necessary competence to produce the learning outcomes of the law master's program, professional experience relevant to the program profile, academic degree, teaching and research experience.

For additional information on human resources, see the appendix of the Master of Law educational program and the syllabi of the relevant study courses.

### **Program structure**

The Master of Law educational program consists of teaching (90 ECTS) and scientific-research (30 ECTS) components.

The educational component of the Law Master's Educational Program (90 ECTS) is presented in the form of compulsory study courses (18 ECTS), public, private, criminal law modules of the main specialty (54 ECTS) and a legal clinic (18 ECTS).

The Public, Private and Criminal Law modules (54 ECTS) of the Law Master's Education Program represent an independent sequential block of study that combines related study courses. In the educational program, public, private and criminal law modules are presented in the form of compulsory (18 ECTS) and optional study courses (36 ECTS) of different semesters.

Within the educational program, the student has the right to choose only one module. In addition, the student has the right to choose any course from another module of the educational program instead of the elective courses of the module, subject to the prerequisites, but not more than 12 credits..

The Legal Clinic (18 ECTS) is a necessary component of the Law Master's Educational Program. Its purpose is to develop the necessary practical skills of the student. Within the framework of the legal clinic, the student himself plans and implements practical activities in agreement with the head of practice and under his supervision.

The student goes through the legal clinic in the partner organizations of the legal profile. A legal clinic is not required for a student who has at least one year of work experience in the field of law and 2 years have not passed since the work experience at the time of the internship. In this case, the amount of credits intended for the practical component (18 credits) will be studied by the student at the expense of the elective courses of the main field of study.

The scientific-research component (30 ECTS) of the master's educational program in law is presented in the form of a master's thesis. The student completes the master's thesis within the module from which he has accumulated at least 48 credits (including 18 credits at the expense of the mandatory training courses of the module).

**Contact Information:** Professor, Doctor of Law Zviad Rogava Tel. 599252552, [z.rogava@eeu.edu.ge](mailto:z.rogava@eeu.edu.ge)

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## Business Administration in Finance

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**Program name:** / Business Administration in Finance

**Academic degree / qualification to be assigned:** / Master of Business Administration in Finance

**Program capacity with credits:** 120 ECTS

**East European University graduate** Master's degree in Business Administration in finance shall be assigned because of accumulation of 120 credits, out of which 77 credits are intended for Compulsory training courses, 25 credits are given to the master's thesis, 8 credits are given to training practices and 10 credits are given to elective training courses.

**Duration: the program includes 2 academic years** (4 semester); the school year is divided into 2 semesters: each semester consists of 19 weeks. Between the 8th and 9th weeks are devoted to the interim, the 17th and 19th weeks are the final exams.

**Teaching stage:** master's degree.

**Language of instruction:** Georgian.

### Qualification characterization of the program

**A) The goal of the objectives of the program are:** Business Administration master's program in finance is: 1) Prepare such qualification staff, who will have deep and systematic knowledge in Business Administration in general, in particular in finance; 2) Program is focused on preparation of Theoretical knowledge of Finance

analysis and management and practical skills, scientific research and to train competitive specialists with creative work skills 3) The program provides training for graduates, as a for work at high-ranking financial managerial positions, to continue studying at the next level of Higher Education.

**B) Prerequisites for admission to the program:** Holding of Bachelor's degree, Graduate exam, a test of specialization and in English according to B2 level, for Georgian citizens. Different rules are defined by the legislation of Georgia for foreign citizens, also for foreign citizens the Compulsory is internal university exam in specialty and foreign language. Candidate shall be exempt from English language testing/exam, which is a Certificate of proficiency at the ALTE B2 level of the English language, also a candidate who has completed a full course of Bachelor's or Master's degree in English."

**C) Study results: Graduate of Master's program in finance of Business Administration** , as a leader, forms the organizational structure of the business finance analysis and management system, establishes an organizational culture related to finance management, types of strategic goals and objectives to solve; Can give an objective assessment of the results of their own and others ' work, Making rational decisions, motivating and stimulating the positive goals of employees by their own example; Holds full information and is free to make decisions, Psychologically is prepared to work in a rapidly changing environment; Focused on the process of dynamic and unexpected situations makes optimal decisions and minimize the risk of indeterminacy.

**Program Study results:**

<b>Knowledge and understanding</b>	<p>Graduate:</p> <ol style="list-style-type: none"> <li>1. Explains in depth Modern concepts of company finance management, marketing analysis, dynamic development of economy and strategic decision-making methods;</li> <li>2. Systematically describes in business value maximization process an importance of managerial decisions taken based on statistical analysis of research and information obtained;</li> </ol>
<b>Ability</b>	<p>Graduate:</p> <ol style="list-style-type: none"> <li>3. Conducts a complex evaluation of the company's business activities taking into account the size, timing and risk of cash flow, identification of existing problems and finding the best ways to solve them;</li> </ol>

	<p>4. Is streamlining analysis of Technical, organizational and economic problems of the subjects participating in the investment process , evaluating key trends in qualified and market development;</p> <p>5. is independently planning research of a separate segment of the market and is implementation, development of financial models for the company, assessing the potential value of alternative investments and effective investment decision making;</p>
<b>Responsibility and autonomy</b>	<p>graduate:</p> <p>6. On the basis of identifying problems in the field of Finance and their critical analysis independently formulates reasoned conclusions, is streamlining their submission to the public, participate in debates, present arguments and counterarguments;</p> <p>7. Independently directs in the direction of business administration the process of research methods research planning, Research thesis structure, process of finding and processing scientific sources and complies with the technical standard, formal and ethical requirements of the work;</p>

**D) Methods of achievement of Study results: during the Teaching process of** Business Administration in finance of Master's program experience of leading foreign universities used and the following approaches formed taking into account the latest situation in the development of Educational Sciences: Lecture, seminar, work group work, discussion/debate, group work, Case Analysis (case), Quizzes/tests, presentation of projects, summaries, Essay, questionnaires, cooperative learning, brainstorm, demonstration method, analysis and synthesis, explanatory method, etc. The above methods are used in the format of Lecture, working group, seminar, practical training, homework, Intermediate evaluation, presentation, abstract, essay, master's thesis, etc..

**E) Student knowledge assessment system:**

assessment of the Knowledge of students of Business Administration in finance MBA program is evaluated according to the evaluation system approved by order NO of 05.01.07 , on “ The higher the educational programs credit in the calculation of the“ rules of the Ministry of education and science of Georgia and in accordance with the regulations regulating educational and research activities at the University. Students ' workload of the master's program in finance includes:

A) attending lectures, work in the Working Group, Seminar and practical training; B) independent studies; C) preparation and passing of exams; D) work on academic and scientific works; (master's thesis) E) defense of Master's thesis.

Assessment of the level of achievement of the student's learning result includes assessment forms - Intermediate (one-time or multiple) and final evaluation, the sum of which is the final estimate (100 points). Final examination it is possible to estimate not less than 30 and not more than 40 points. The minimum competency limit for the final exam is 50%. Final semester exam's Compulsory form is written or combined writing / oral exam. When implementation of the educational program the share of the minimum competency threshold for the intermediate and final assessment of the student will be reflected in a particular syllabus and communicated to the student at the beginning of the study semester. Forms and criteria for evaluation of training courses are given in the relevant syllabuses.

The evaluation system allows five types of positive evaluation:

**Five types of positive assessment:**

Excellent – 91.00 points for evaluation;

( very good – a maximum valuation of 81-90 points;

good-71-80 points for maximum valuation;

satisfactory-61-70 points for maximum valuation;

Enough – the maximum assessment of 51-60 points.

**Two types of negative assessment:**

(FX) Failed to pass – The maximum valuation is 41-50 points, which means that the Student needs more work to pass and is given the right to pass an additional exam with independent work;

Failed – 40 points and less than the maximum assessment, which means that the work carried out by the student is not enough and he has to study the subject from the beginning and again.

The student has the right to pass an additional exam in the same semester, If he received FX (41-50 – failed) rate; There should be a lag between the final and additional exams in the subject at least 5 calendar days after the announcement of the final test results.

**Contact Information :** Avtandil Gagnidze, professor, Tel. 577565999 [Avtandil.gagnidze@eeu.edu.ge](mailto:Avtandil.gagnidze@eeu.edu.ge)

Vasil Kikutadze, associate professor, Tel. 593250850 [v.kikutadze@eeu.edu.ge](mailto:v.kikutadze@eeu.edu.ge)



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## Business Administration in Finance (ENG)

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**Program Name:** Business Administration in Finance

**Education Level:** Master's

**Faculty:** Business and Engineering

**Academic Degree/Qualification:** Master of Business Administration in Finance

**Language of Instruction:** English

**Program Leaders:**

Prof. Avtandil Gagnidze. Tel: 577 565999, e-mail: [avtandil.gagnidze@eeu.edu.ge](mailto:avtandil.gagnidze@eeu.edu.ge);

Assoc. Prof. Tamta Lekishvili. Tel: 595 908010, e-mail: [t.lekishvili@eeu.edu.ge](mailto:t.lekishvili@eeu.edu.ge) ;

**Program Volume in ECTS credits:**

The master's education program is constructed based on the European Credit Transfer and Accumulation System (ECTS). One credit in the Business Administration in Finance Master's Education Program represents a student's study load of 25 hours, encompassing both contact and independent study hours.

The Business Administration in Finance Master's educational program comprises a total of 120 ECTS credits, with the full workload for one academic year being 60 ECTS credits. The standard duration of the master's educational program is four academic semesters or two academic years.

Students may exceed the 60-credit workload or fall below it during one academic year. However, it is not permissible for a student's study load to exceed 75 ECTS credits in a single academic year.

### **Program Admission Preconditions**

A candidate holding a bachelor's degree or an equivalent academic qualification, who successfully passes the common master's examination and intra-university examinations, is eligible to enroll in the Master's degree program in Business Administration in Finance.

Eligibility to participate in intra-university exams will be granted to master's degree candidates who surpass the minimum competence threshold of the general master's exam. These candidates must undergo a written exam (testing) in the English language to confirm proficiency at least at the B2 level, along with an oral exam (interview) in their specialty.

Details regarding the content, procedure, sample tests, and evaluation criteria for intra-university exams will be published on the university's website at least one month prior to the exams (<http://eeu.edu.ge>).

Admission to the Business Administration in Finance Master's degree program may also occur on a mobility basis, in accordance with relevant legislation. Moreover, candidates wishing to enroll in this program must meet the prerequisites established for master's degree program admission.

Under specific circumstances outlined in paragraphs 7 and 7<sup>1</sup> of Article 52<sup>1</sup> of the Law of Georgia "On Higher Education," it is permissible to continue studies in master's educational programs without passing common master's exams, following the procedures and time limits set by the Ministry of Education and Science of Georgia.

**Note:** A master's degree candidate is exempt from the internal English language exam if they present an international certificate confirming English proficiency at least at the B2 level. A master's degree candidate is exempt from the internal English language examination if they meet any of the following conditions: the candidate presents an international certificate confirming English language proficiency of at least B2 level; provides a valid certificate issued by the National Center for Assessment and Examinations (CERTUS); or has completed an English-language academic educational program (undergraduate, master's, or other) within the last two

years, as evidenced by a diploma confirming completion.

### **Program Objectives:**

The objectives of the Master's in Business Administration in Finance educational program are as follows:

1. To cultivate highly skilled professionals equipped with comprehensive and structured expertise in the broader domain of business administration, with a focused emphasis on finance.
2. To develop competitive specialists proficient in both theoretical comprehension and practical application of financial analysis and management techniques, while fostering scientific research capabilities and fostering creativity, taking into account local and international labor market trends.
3. To prepare graduates for employment in advanced financial managerial roles, while also preparing them for further academic pursuits at the subsequent level of higher education.

### **Program Learning Outcomes:**

<b>Knowledge and Understanding</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>1. Proficiently defines methods of company finance management and analysis, modern concepts and methodologies of strategic decision-making in the dynamic landscape of business and economy.</li> <li>2. Systematically describes the significance of managerial decisions grounded in research and statistical analysis, aiming to enhance business value maximization.</li> </ol>
<b>Skills</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>3. Conducts comprehensive evaluations of a company's business operations, considering factors such as scale, timing, and risk of cash flows, to identify existing challenges and devise optimal solutions.</li> <li>4. Conduct qualified analyses of technical, organizational, and economic challenges encountered by entities involved in the investment process, while assessing key market development trends.</li> <li>5. Independently strategizes and executes research on specific market segments, formulates financial models for companies, assesses the potential value of alternative investments, and makes sound investment decisions.</li> </ol>

<b>Responsibility and Autonomy</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>6. Identifies prevailing finance-related issues, undertakes critical analysis to formulate well-founded conclusions, communicates findings to diverse audiences, engages in debates, and presents compelling arguments and counter-arguments.</li> <li>7. Demonstrates proficiency in managing research methodologies, including research planning, structuring research papers, and sourcing and processing scientific literature in the realm of business administration, adheres to technical standards and observes formal and ethical requirements in research endeavors.</li> </ol>
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### Teaching-Learning Methods and Activities

The syllabi for each course within the Master of Business Administration in Finance educational program delineate methodologies aimed at achieving the course objectives, adhering to the principles of student-centered instruction. These methodologies are tailored to foster knowledge acquisition and skill development.

The teaching-learning methods articulated in the syllabi of each course align with the master's level of education and correspond to the objectives and content of the respective course. These methods, tailored to the specifics of each course, ensure the attainment of the learning outcomes outlined in the syllabi, thus contributing to the achievement of the program's overarching educational objectives.

When selecting teaching methods, the course's objectives and desired learning outcomes—specific knowledge and skills students should acquire—are carefully considered. Various pedagogical approaches such as lectures, group work, seminars, practical exercises, and others are employed to deliver the educational component of the program. These methods are designed to facilitate the assimilation of course material and cultivate students' transferable skills.

The pedagogical approach encompasses a range of activities including discussions, debates, cooperative learning, collaborative work, demonstrations, explanations, deductive and inductive reasoning, analysis, brainstorming, case studies, and Problem-Based Learning (PBL), among others. These activities are integrated seamlessly within the teaching-learning process, complementing and transitioning into one another. Faculty members, both academic and visiting, tasked with program implementation, may utilize one or more of these activities or employ alternative methods as necessitated by specific learning objectives.

### **Student Knowledge Assessment System**

The educational component of the Master's program in Business Administration in Finance prioritizes active student engagement in the learning process and adopts a continuous evaluation approach to gauge knowledge acquisition.

Evaluation within the Business Administration Master's program in Finance adheres to the assessment system outlined in Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007, "On the rules for calculating credits for higher education programs."

Assessment of student learning outcomes in the Business Administration in Finance Master's program comprises both intermediate (single or multiple) and final evaluations, with the cumulative score constituting the final assessment (out of 100 points).

Intermediate and final assessments encompass various assessment methods, such as oral or written exams, projects, tests, essays, demonstrations, presentations, discussions, practical or theoretical assignments, group work, and participation in discussions. Each assessment method is guided by evaluation criteria, which determine the level of achievement of learning outcomes.

For each assessment component, a quantitative indicator (expressed as a percentage or points) is established from the total assessment score (100 points) and communicated to students at the beginning of the semester, as outlined in the syllabus of each course.

A minimum competency threshold is set for each assessment component, ensuring that the threshold does not exceed 60% of the final assessment. The minimum competency threshold for both midterm and final assessments is detailed in the syllabus of each course and communicated to students at the beginning of the semester.

Credit is granted only when students surpass the minimum competency thresholds set for each assessment component and receive a positive evaluation. Credit cannot be awarded based solely on one assessment component (intermediate or final assessment).

Assessment of learning outcomes within the educational program's learning components is concluded within the same semester in which it was conducted. The evaluation system of the educational program's training component enables:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The scientific research component, the master's thesis, within the Master's in Business Administration in Finance educational program is subject to evaluation either in the same semester or the subsequent semester following its completion.

Evaluation of the master's thesis is conducted holistically, considering the entirety of the research work. This evaluation encompasses the final assessment, which involves individuals designated by the "Rule for planning, implementation, and evaluation of the scientific-research component of the master's educational programs

of the Faculty of Business and Engineering" at the University of Eastern Europe, tasked with assessing and defending the content of the master's thesis.

The evaluation system of the scientific-research component (master's thesis) within the Master's in Business Administration in Finance educational program facilitates:

**Five types of positive assessment:**

- (A) Excellent 91-100 points;
- (B) Very Good 81-90 points;
- (C) A Good 71-80 points;
- (D) Complete 61-70 points;
- (E) Enough 51-60 points;

**Two types of negative evaluations are as follows:**

- (FX) Failed – Indicates a score between 41-50 points out of the maximum assessment, allowing the master's student the opportunity to revise and resubmit the master's thesis during the subsequent semester.
- (F) Failed – Indicates a score of 40 points or below out of the maximum evaluation, resulting in the loss of the right for the master's student to resubmit the same thesis.

**Area of Employment**

Graduates of the Master's program in Business Administration in Finance are poised for diverse career opportunities, spanning state and private sectors, educational and scientific-research institutions, foundations, and non-governmental organizations. With expertise in finance, they can navigate roles across the financial-credit-tax-insurance system, including state and commercial banks, tax services, insurance companies, and customs organizations, among others.

### **Potential for Continuing Education**

A graduate of the Business Administration in Finance Master's educational program is eligible to pursue further studies in doctoral programs offered by higher educational institutions in Georgia or other countries, provided that admission requirements do not exclusively mandate a master's degree in a specific discipline. This allows graduates to explore doctoral programs across various academic disciplines, facilitating continued academic advancement and specialization beyond the master's level.

### **Program Material-Technical Base**

In order to achieve the learning outcomes envisaged by the Master's educational program in Business Administration in Finance, the infrastructure and material and technical resources of the university, which are available to students without restrictions, are used, in particular:

- Training auditoriums, academic and administrative personnel working rooms equipped with appropriate inventory;
- Conference hall;
- A library equipped with computer equipment and information and communication technologies, where relevant printed and electronic literature provided by the program syllabus is available;
- Three computer resource centers, computer equipment connected to the Internet and internal network and adequate computer programs for the learning/teaching process;
- Various technical devices, etc.

The program has the support of the university library, which houses the latest Georgian and foreign language modern book fund. The book fund includes mandatory literature, lecture courses, readers, and other educational materials (including those available on electronic media) provided by the syllabi, which are supplemented and updated annually with the basic and additional textbooks provided for by the syllabi of the training courses, as well as other types of literature. Students have access to the latest scientific periodicals in electronic and material form, international electronic library databases: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, Heinonline.



In order to implement the practical component, the university has signed memorandums of cooperation with various companies and professional associations, as well as with state institutions, where students will have the opportunity to develop practical skills.

### **Program Human Resources**

The execution of the program draws upon the expertise of the university's academic faculty and invited specialists possessing the requisite qualifications to achieve the learning outcomes of the Master's program in Business Administration in Finance. These individuals boast professional experience aligned with the program's profile, hold academic degrees, and possess teaching and research acumen. For further details regarding the human resources involved, please refer to the Business Administration in Finance Master's Education Program Appendix and the syllabi of the relevant study courses.

### **Program Structure**

The Business Administration in Finance Master's educational program comprises both educational (95 ECTS volume) and scientific-research (25 ECTS volume) components. Within the educational component, there are compulsory courses (85 ECTS volume) as well as optional/free courses (10 ECTS volume) available to students.

Integral to the educational program is a training practice (8 ECTS volume) in business administration, aimed at cultivating practical skills among students. This practice occurs within partner organizations specializing in business administration in finance, with the option for students to undertake training directly within the University's financial and material resources management department.

The scientific research component of the program (25 ECTS) takes the form of a master's thesis, wherein students engage in original research under the guidance of faculty mentors.

### **Double Degree Diploma Possibility**

Students enrolled in the Master of Business Administration in Finance educational program have the unique opportunity to pursue an additional academic degree of Master of Management at the Warsaw University of Economics and Humanities. To avail themselves of this opportunity, students must complete the first year (consisting of two semesters) of the program at the University of Eastern Europe, accumulating the prescribed credits outlined in the curriculum during the first and second semesters. Subsequently, students must complete the last academic year (comprising the third and fourth semesters) at the Warsaw University of Economics and Humanities, adhering to a prearranged curriculum agreed upon between the two institutions. This collaboration facilitates a comprehensive educational experience, allowing students to broaden their academic horizons and acquire dual expertise in both business administration and management.

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## Digital Management

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<b>Program Name</b>	Digital Management
<b>Education Level</b>	Master's
<b>Language of Instruction</b>	English
<b>Academic Degree/Qualification:</b>	<b>Master of Management</b>
<b>Program Description</b>	<p>The Master's Program in Digital Management is structured on the foundation of the ECTS system, prioritizing student-centered learning and aligning with the academic workload necessary to attain the program's objectives.</p> <p>The master's educational program comprises 120 ECTS credits, equating to 60 credits per year or 30 credits per semester. Consequently, the standard duration of the master's program is 2 years or 4 semesters.</p> <p>The Digital Management master's program was jointly developed by the East European University and Fresenius University of Applied Sciences (Germany), and is implemented in collaboration with the International University of Applied Sciences (Germany). Participants in the program are afforded the opportunity to engage in academic mobility, enabling them to study at partner universities during the course of their program.</p> <p>Depending on the individual workload of the student, the number of credits per year may vary, ranging from less than 60 to a maximum of 75.</p>

### Program Structure

The structure of the master's program is designed based on the expertise of Fresenius University of Applied Sciences and conforms to the principles outlined for constructing second-level educational programs within the current classification of fields of study in Georgia. Within the program's structure, 80 ECTS credits are allocated for compulsory study courses, organized according to the module principle, encompassing digital management (25 ECTS), general management (30 ECTS), and top management (25 ECTS) modules.

The program integrates practical components within its curriculum through a "mixed practice model." This approach entails embedding practical elements directly into the theoretical courses of the program, enhancing the hands-on learning experience for students.

The program also encompasses an independent practical course (10 ECTS) as well as elective disciplines (10 ECTS). A research component of the master's educational program involves the execution and defense of a master's thesis (20 ECTS).

Program structure:

- Compulsory training courses: 80 credits - These courses are designed to develop the essential competencies required for proficiency in digital management.
- Elective training courses: 10 credits - These courses cater to the student's interests and serve to enhance specialization. Students must select from the 40-credit courses offered within this module.
- Practice component: 10 credits - This component offers a synthesis, analysis, and reflection of the theoretical and practical skills acquired by students throughout the program.

The research component of the program, comprising 20 credits, is embodied in the execution of a master's thesis. This integral aspect is designed to foster students' ability to autonomously conduct research within their chosen domain, proficiently present their findings, and effectively defend their arguments in a scholarly setting.

### Program Objectives

The objectives of the master's educational program are for students to:

1. Attain profound and systematic comprehension of digital management models, strategies, and systems, cultivating the capability to make inventive managerial decisions amidst digital transformation.

2. Develop practical competencies in critical and creative thinking, leadership, analysis of digital change processes, generation of innovative ideas, as well as planning, development, and implementation of digital business models by considering the trends in both local and international labor markets.
3. Foster the capacity to recognize contemporary digital challenges, conduct research, and autonomously navigate their own learning processes within an international and multidisciplinary setting.

### Learning Outcomes

Upon completion of the master's educational program, the student will be able to:

1. Describe digital management models, methodologies, and systems comprehensively, engaging in detailed discussions on entrepreneurship, startup formation, technological advancement, and strategies for maintaining competitiveness in the digital economy.
2. Systematically assess the operational mechanisms of digital markets, the evolution of collective intelligence, and the dynamics of social networks, identify prevailing challenges and devise optimal solutions.
3. Conduct a critical analysis of digital entrepreneurship processes, digital marketing strategies, leadership dynamics, digital innovations, and transformations, and utilize methodological frameworks to devise alternative scenarios for present and future opportunities and challenges.
4. Formulate an e-business development strategy resilient to digital challenges, adeptly select and deploy appropriate digital business models for effective market positioning at both local and international levels.
5. Methodically explore the significance of robust financial control systems amidst digital transformation, and analyze the causal relationships between such systems and the realization of strategic and operational organizational objectives.
6. Interpret the legal dimensions of digital management, encompassing digital media, copyright laws, privacy regulations, data protection measures, digital security protocols, and business ethics, and make judicious managerial decisions in accordance with ethical standards while discerning existing risks.
7. Systematically analyze diverse business data sources, conduct comprehensive evaluations of research perspectives on specific issues, design research methodologies, employ relevant research techniques, and formulate research projects.
8. Engage in discourse with academic and professional communities, presenting personal conclusions and arguments, adapt business decisions in a dynamic digital landscape with due consideration for personal accountability and professional standards, and evaluate personal competencies and professional skills to autonomously plan ongoing learning endeavors.

### Program Admission Preconditions

- Individuals possessing a bachelor's degree or equivalent academic qualification, who are admitted to the master's program based on their performance in the common master's exams and intra-university exams, are eligible to enroll in the master's program. Candidates who successfully pass the common master's exams are required to apply to the university for registration in intra-university exams. This process includes an interview with the selection committee and an English language proficiency test. Moreover, under equal circumstances, applicants with managerial work experience will be given preferential consideration.
- Master's degree candidates are required to undergo an intra-university written examination (testing) in the English language to verify proficiency at least at the B2 level, along with an oral examination (interview) specific to their chosen specialty.
- Master's degree candidates may be exempted from the internal English language examination upon presentation of an international certificate confirming proficiency at least at the B2 level. Alternatively, candidates may submit a relevant valid certificate (CERTUS) issued by the National Center for Assessment and Examinations or a diploma from an English-language academic program (undergraduate, master's, or other) completed within the last two years, confirming completion.
- Admission to the master's educational program may also be granted based on mobility, in accordance with the regulations established by the legislation of Georgia.
- Enrollment in the master's educational program, including transfer from a recognized higher educational institution in a foreign country, is conducted within the time limits established by the legislation of Georgia and in accordance with the established rules.
- The right to study at the master's program without passing the common master's exams is granted according to the procedure and within the time limits established by the Ministry of Education and Science of Georgia.
- Continuing education in master's educational programs without passing common master's exams is permitted in the manner and within the time limits established by the Ministry of Education and Science of Georgia, as provided for by clauses 7 and 71 of Article 521 of the Law of Georgia "On Higher Education".
- Details regarding intra-university exams and criteria for evaluating students' knowledge will be published on the university's website at least one month before the exams (<http://eeu.edu.ge>).

### Teaching-Learning Methods and Activities

The teaching-learning methods and activities outlined in the syllabi of each study course within the digital management master's educational program are tailored to not only facilitate knowledge acquisition but also to foster skill development. These methods and activities are tailored to the subject matter, aligning with the educational level and objectives of each course, thereby ensuring the attainment of the learning outcomes specified in the course syllabus, and collectively, the achievement of the program's learning objectives.

The educational program employs various teaching-learning methods, including lectures, group work, seminars, and practical exercises, complemented by relevant activities such as discussions, presentations (projects/homework), tests, and case studies. These methods and activities, as delineated in the course syllabi, are instrumental in aiding students' comprehension of specific materials and in cultivating their transferable skills.

### Students Knowledge Assessment System

Mastering the educational component provided by the digital management master's educational program necessitates active student participation in the teaching process and adheres to the principle of continuous evaluation of acquired knowledge. The assessment of student learning outcomes in the master's program follows the "Rule of calculation of higher education programs with credits" of Georgia, as per the evaluation system outlined in Order No. 3 issued by the Minister of Education and Science on January 5, 2007.

The evaluation of student learning outcomes in the educational component of the digital management master's program comprises both intermediate (single or multiple) and final assessments, the cumulative score of which determines the final evaluation (out of 100 points).

Intermediate and final assessments encompass various assessment methods, such as oral/written exams, surveys, homework, practical/theoretical tasks, etc. These assessment methods are combined into uniform assessment forms (e.g., tests, essays, presentations, discussions), each measured against specific assessment criteria or units to ascertain the level of achievement of learning outcomes.

Each assessment form contributes a designated percentage to the final evaluation score (out of 100 points), as detailed in the course syllabus and communicated to students at the outset of the academic semester.

Credit is contingent upon the receipt of a positive assessment in both interim and final assessments; credit cannot be awarded based solely on one form of assessment.

The specific weightage of the minimum competence threshold for midterm and final assessments is outlined in individual course syllabi and communicated to students at the commencement of the semester.

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The scientific-research component of the digital management master's program, represented by the master's thesis, undergoes comprehensive evaluation through the final assessment process. This evaluation is conducted in accordance with the "Rule of planning, implementation, and evaluation of the scientific-research component of the master's educational programs of the Faculty of Business and Engineering" of the East European University. Evaluation is carried out by designated individuals specified in the master's program guidelines, who assess the content and defense of the thesis.

The assessment system of the research component (master's thesis) allows:

Five types of positive assessment:

- (A) Excellent 91-100 points;
- (B) Very Good 81-90 points;
- (C) A Good 71-80 points;
- (D) Complete 61-70 points;
- (E) Enough 51-60 points;

Two types of negative evaluations are as follows:

(FX) Failed – Indicates a score between 41-50 points out of the maximum assessment, allowing the master's student the opportunity to revise and resubmit the master's thesis during the subsequent semester.



(F) Failed – Indicates a score of 40 points or below out of the maximum evaluation, resulting in the loss of the right for the master's student to resubmit the same thesis.

#### **Area of Employment**

After completing the digital management master's educational program, graduates will have the opportunity to pursue employment in both local and international companies at the middle and upper management levels, initiate and oversee their own businesses, or assume high-level managerial positions in the public sector. Furthermore, graduates will be equipped to engage in research, consulting, and expert activities.

#### **Potential for Continuing Education**

A graduate of the digital management master's educational program is eligible to pursue further studies in doctoral programs at higher educational institutions in Georgia or other countries, provided that admission requirements for these programs do not specifically mandate a master's academic degree in another specialty.

#### **Program Human Resources**

The implementation of the program engages the university's academic staff and guest lecturers possessing suitable qualifications, along with the requisite competencies to achieve the learning outcomes of the master's program. These individuals boast relevant professional experience aligned with the program's profile, hold academic degrees, and possess teaching and research expertise. A significant portion of the human resources actively collaborates with foreign higher educational institutions, contributing both scientifically and academically.

In addition to local human resources, professors from Fresenius University involved in executing the program in Germany will also contribute to its implementation.

#### **Program Material-Technical Base**

The master's program is conducted in collaboration between East European University and Fresenius University, both of which are fully equipped with the material and technical resources necessary for program implementation. Specifically, the universities offer a comprehensive range of facilities, including a university library stocked with mandatory literature and electronic resources outlined in the program syllabus. Additionally, there are two computer resource centers providing students with free access to computers and the Internet, a conference hall, and well-equipped auditoriums. The learning environment is thoughtfully furnished and outfitted with appropriate equipment, ensuring optimal conditions for quality education.

<b>Program Leaders:</b>	Professor Shalva Matchavariani - <a href="mailto:s.machavariani@eeu.edu.ge">s.machavariani@eeu.edu.ge</a> ;
	Professor Richard C. Geibel - <a href="mailto:geibel@ecommerceinstitut.de">geibel@ecommerceinstitut.de</a> ;

**Contact Information:** Shalva Machavariani, Professor, [s.machavariani@eeu.edu.ge](mailto:s.machavariani@eeu.edu.ge);

Richard Geibel, Professor, [Geibel@hs-fresenius.de](mailto:Geibel@hs-fresenius.de)

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## Human Resources Management

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**Program:** Human Resources Management

**Level of Education:** Master's

**Faculty:** Business and Engineering

**Academic degree/qualification to be awarded:** Master of Human Resources Management

**Language of Instruction:** Georgian

### Program Value in Credits

The Master's education program is built on the basis of the European Credit Transfer and Accumulation System (ECTS). One credit in the Human Resources Management Master's education program covers a student's study load of 25 hours, combining both contact and independent hours.

The Human Resources Management Master's education program includes a total of 120 ECTS credits, with a full workload of 60 ECTS credits per academic year. Accordingly, the standard duration of the Master's educational program is four academic semesters or two academic years.

It is permissible for a student's study load to exceed 60 credits or be less than 60 credits during one academic year. However, a student's study load must not exceed 75 ECTS credits in one academic year.

### Prerequisites for Admission to the Program

A person with a bachelor's degree or an equivalent academic degree, who successfully passes the common master's examination and intra-university examinations, has the right to study in the Human Resources Management Master's educational program.

The right to participate in intra-university exams will be granted to the master's degree candidate who meets the minimum competence threshold of the general master's exam.

The master's degree candidate must pass an intra-university written exam (testing) in English to confirm knowledge of the English language at at least a B2 level, as well as an oral exam (interview) in the specialty.

The content, procedure, and criteria for evaluating students' knowledge for the internal university exams, including test samples, will be posted on the university's website at least one month before the exams (<http://eeu.edu.ge>).

A person can be enrolled in the Human Resources Management Master's education programs according to the rules of mobility, in accordance with applicable legislation. Additionally, a master's student wishing to enroll in the program on a mobility basis must meet the prerequisites for admission to the educational program.

It is allowed to continue studying in Master's educational programs without passing the common master's exams, in the manner and within the time limits established by the Ministry of Education and Science of Georgia, in the cases provided for by Article 521, Clauses 7 and 71 of the Law of Georgia "On Higher Education."

**Note:** A master's degree candidate is exempt from the internal English language exam if they present an international certificate confirming knowledge of the English language at at least a B2 level (Cambridge ESOL Exams: IELTS – Bands at least 5.5; FCE – at least Grade C; BEC Vantage – at least Grade C; ILEC – Pass; BULATS – 65-69; TOEIC – 715-795; Aptis Test: at least 46-49) or a valid certificate issued by the National Assessment and Examination Center (CERTUS) in the last 2 years, or a diploma (bachelor's, master's, or other) confirming completion of a degree.

### **Program objectives:**

- 1) To prepare qualified personnel through teaching modern approaches and theories, who will have deep and systematic theoretical knowledge in the field of human resource management;
- 2) To provide training on the one hand for specialists with analytical, scientific research and creative work skills in the context of strategic human resource management, labor relations, organizational behavior and management, and on the other hand to pursue higher education;
- 3) To train competitive human resource management specialists who, along with theoretical knowledge, will have such practical skills that will help ensure the effective management of human resources in senior and middle management in accordance with the business objectives of the organization.

**Learning Outcomes:** The learning outcomes of the Master's program in Human Resource Management are:

<b>Knowledge and understandgin</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>1. Describes in depth the nature of human resources and comprehensively evaluates the importance of human resource management as a strategic function of the organization;</li> <li>2. Has a deep and systematic knowledge of the processes, methods, models and theories used in the field of human resource management, which are needed to increase the productivity of employees in the organization and to achieve the goals set by the organization;</li> </ol>
<b>Skills</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>3. Will be able to develop and manage the policy of the process of changes based on the organization's mission, vision, values, strategic goals and objectives; to assess the contribution of human resources to the effectiveness of the organization;</li> <li>4. Will be able to plan, recruit and select human resources, develop human resource development strategies, assess employee productivity, develop remuneration and compensation plans, identify staff motivation factors, and implement teamwork principles;</li> <li>5. Will be able to develop and implement staff development-oriented activities and programs, evaluate labor outcomes, and ensure that the knowledge, skills, capabilities, and productivity of the workforce match the current and future needs of the organization and individuals;</li> <li>6. Will be able to develop / select, implement / administer and evaluate compensation and benefit programs for a group of employees, create a safe and reliable environment that will help achieve the goals and objectives of the organization and align with the values of the organization;</li> </ol>
<b>Autonomy and responsibility</b>	<b>Graduate:</b> <ol style="list-style-type: none"> <li>7. Will be able to critically assess the internal and external factors that influence the process of organizational change, especially the importance of human resource management in the process of change; Analyze, explain and compare the process of human resource work in different labor markets.</li> <li>8. Critically analyze the latest fundamental and empirical scientific literature in the field of human resource management and labor relations; Independently and creatively conduct in-depth research using information technology and the latest research methods; To form logical and reasoned conclusions as a result of critical analysis of complex problems;</li> </ol>

## **Teaching-Learning Methods and Activities**

The syllabus of each training course provided by the Human Resource Management Master's educational program outlines methods to achieve the course goals, which are based on the principles of student-oriented teaching. The teaching-learning methods provided by the syllabus of each study course focus not only on acquiring knowledge but also on developing skills.

The training courses of the Human Resource Management Master's educational program include specific teaching-learning methods relevant to the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the master's level of education and the goals and content of each study course. These methods, based on the specifics of the training course, ensure the achievement of the learning outcomes provided by the syllabus, and the set of existing teaching methods ensures the achievement of the learning outcomes provided by the program.

When selecting teaching methods, the purpose of the training course and the expected result—what the student should know and be able to do—are taken into account. Teaching and learning methods such as lectures, group work, seminars, practical work, and others are used to implement the educational component of the program. The teaching-learning methods provided by the study course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.

In addition, the walk-through learning method includes relevant activities such as discussions/debates, cooperative learning, collaborative work, demonstrations, explanations, verbal exercises, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others. The activities used in the teaching-learning process complement and transition into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

## **Student Knowledge Assessment System**

The mastery of the educational component provided by the Master's educational program in Human Resource Management takes into account the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the Human Resource Management Master's educational program, the assessment of the level of achievement of the student's learning outcomes is carried out in accordance with the evaluation system approved by the order of the Minister of Education and Science of Georgia N3 of January 5, 2007, "On the Procedure for Calculating Credits for Higher Education Programs."

Assessment of the level of achievement of the student's learning outcome in the educational component of the Master's education program in Human Resource Management includes intermediate (single or multiple) and final assessments, the sum of which represents the final assessment (100 points).

Intermediate and final assessments (assessment components) include assessment methods, i.e., the means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, group work, participation in discussions, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the evaluation, a quantitative indicator (expressed in percentages or points) is determined from the total evaluation score (100 points) in the final evaluation. This is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

A minimum competency threshold is defined in each evaluation component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the Human Resource Management Master's educational program, the minimum competence limit of the student's intermediate and final assessments is reflected in the syllabus of a specific study course and is communicated to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit if he/she exceeds the minimum competence thresholds defined in each evaluation component and receives one of the positive evaluations.

The evaluation of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out. The evaluation system of the training component of the educational program allows:

#### **Five types of positive evaluation:**

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

#### **Two types of negative evaluation:**

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The scientific-research component (master's thesis) of the Human Resource Management Master's educational program must be evaluated in the same or the next semester in which the student completes the work on it.

The scientific-research component of the Human Resource Management Master's educational program (master's thesis) is evaluated as a whole by the final evaluation. This evaluation is governed by the "Rule for Planning, Implementation, and Evaluation of the Scientific-Research Component of the Master's Educational Programs of the Faculty of Business and Engineering" at the University of Eastern Europe. The assessment and defense of the master's thesis are conducted according to these rules.

The evaluation system for the scientific-research component (master's thesis) of the Human Resource Management Master's educational program allows for:

**Five types of positive assessment:**

- (A) Excellent 91-100 points;
- (B) Very Good 81-90 points;
- (C) A Good 71-80 points;
- (D) Complete 61-70 points;
- (E) Enough 51-60 points;

**Two types of negative evaluations are as follows:**

(FX) Failed – Indicates a score between 41-50 points out of the maximum assessment, allowing the master's student the opportunity to revise and resubmit the master's thesis during the subsequent semester.

(F) Failed – Indicates a score of 40 points or below out of the maximum evaluation, resulting in the loss of the right for the master's student to resubmit the



same thesis.

**Areas of employment:** The goals and results of the Master's program in Human Resource Management are focused on the requirements of the modern labor market, therefore the graduate of the program can be employed in any public or private institution, in a structural unit with a human resources management profile. In addition, graduates will be able to carry out research, consulting and expert activities in the field of human resource management.

**Potential for Continuing Education:** A graduate of the Master's program in Human Resource Management can continue his / her studies in the doctoral program with a wide profile of business administration and social sciences, taking into account the prerequisites for admission to the relevant doctoral program.

#### **Material and technical base of the program:**

The university's infrastructure and material-technical resources available to students without restrictions are utilized to achieve the learning outcomes specified by the Human Resource Management Master's educational program, including:

- Training auditoriums, academic, and administrative personnel workrooms equipped with appropriate inventory.
- A conference hall.
- A library equipped with computer equipment and information and communication technologies, providing access to relevant printed and electronic literature as outlined in the program syllabus.
- Three computer resource centers with computer equipment connected to the Internet and internal network, as well as adequate computer programs for the learning/teaching process.
- Various technical devices, and more.

The program benefits from the university library's extensive collection, which includes the latest Georgian and foreign language books. The book collection encompasses mandatory literature, lecture materials, readers, and other educational resources (including electronic media), which are regularly supplemented and updated annually. This includes both basic and additional textbooks as specified by the syllabi, as well as other types of literature. Students have access to the latest scientific periodicals in both electronic and print formats, as well as international electronic library databases such as Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, and HeinOnline.

To support the practical component of the program, the university has signed memorandums of cooperation with various companies, professional associations, and state institutions, providing students with opportunities to develop practical skills

The program is implemented on the basis of the East European University, which is equipped with the necessary material and technical resources for the implementation of the program. In particular, the university has: a university library (where mandatory literature and electronic resources defined by the syllabi of the program are available), two computer resource centers (with free access to computers and Internet for students), a conference hall. The University Library has the latest Georgian and foreign language modern book fund, which is replenished and updated annually. Students have access to the latest scientific periodicals in electronic and material form, international electronic library databases: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, Heinonline.

To implement the practical component, the university has signed memorandums of cooperation with various companies, professional associations, and state institutions. These partnerships provide students with the opportunity to develop practical skills in real-world settings.

### **Program Human Resources**

The implementation of the program involves the university's academic staff and invited specialists with relevant qualifications. These individuals possess the necessary competence to achieve the learning outcomes of the Master's program in Human Resource Management, including professional experience relevant to the program profile, academic degrees, and teaching and research experience. Additional information on human resources can be found in the appendix of the Master's educational program in Human Resource Management and in the syllabi of the relevant training courses.

### **Program Structure**

The Human Resource Management Master's educational program consists of educational (95 ECTS) and scientific-research (25 ECTS) components. The educational component is divided into mandatory (85 ECTS) and optional/free (10 ECTS) training courses.

Teaching practice (8 ECTS) is a required component of the program. Its purpose is to develop the necessary practical skills of the student. Students complete their training practice in partner organizations specializing in human resource management. They also have the option to undergo training directly in the USD's Department of Human Resource Management.

The scientific-research component (25 ECTS) of the program is presented in the form of a Master's thesis.

**Contact Information:** Prof. Lili Bibilashvili, Tel. 577042122 [Lili.Bibilashvili@eeu.edu.ge](mailto:Lili.Bibilashvili@eeu.edu.ge)

## Educational Research and Administration

<b>Program</b>	Educational Research and Administration
<b>Level</b>	Master's
<b>Language of instruction</b>	Georgian
<b>Awarded academic degree /qualification</b>	<p>Master of Education Science</p> <p>Will be awarded in case of requirements of the educational program and accumulation of at least 120 credits.</p>
<b>Program volume in credits</b>	<p>The master's program is based on the ECTS system, is student-oriented and is based on the student's academic workload required to achieve the goals of the educational program.</p> <p>The Education Research and Administration Master's Program includes 120 ECTS credits, 60 credits per year, and 30 credits per semester. Accordingly, the standard duration of the master's program is 2 years or 4 semesters.</p> <p>Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.</p>
<b>Program Supervisor</b>	<p>Associate Professor Giorgi Gakheladze. Contact information: <a href="mailto:g.gakheladze@eeu.edu.ge">g.gakheladze@eeu.edu.ge</a></p> <p>Associate Professor, Ketevan Aptarashvili. Contact Information: <a href="mailto:K.Aptarashvili@eeu.edu.ge">K.Aptarashvili@eeu.edu.ge</a></p>

### Characterization of Qualification of the Master's program in Educational Research and Administration

<b>Program Objectives</b>
The goal of the Master's program in Educational Research and Administration:

- To train highly competitive, multifunctional specialists who can operate in educational institutions at different levels and are characterized by: in-depth, systematic, conceptual and instrumental knowledge of research and administration at any level of education (preschool, secondary, professional, higher);
- Develop the student's practical skills of information literacy, critical thinking, research and transformational educational leadership;
- Develop a responsibility based on the academic and professional good faith necessary for the student to manage his or her lifelong learning and work environment.

### Learning Outcomes

Upon completion of the Master's Program in Educational Research and Administration the student:

9. Describes and discusses modern concepts of education, principles and mechanisms of functioning of the education system, theories of management and leadership of the organization, research and decision-making methods;
10. Explains the importance of education complexity, inclusiveness and professional ethics.
11. Develops and administers an interconnected strategy for educational and organizational tasks, according to the level of management;
12. Studies problematic issues in the field of education management and, based on a synthesis of theoretical components and practical experience, formulates own complex and original conclusions;
13. Discusses his/her conclusions and arguments with the academic and professional community, taking into account the standards of academic honesty, in written and oral form;

### Prerequisite for program admission

A person with a bachelor's degree or an equivalent academic degree has the right to enroll in the Master's program in Educational research and administration, on the basis of the results of the general master's examinations and internal university examinations. Intra-university examinations reveal the general level of knowledge within the chosen specialty and English language.

Internal University Exam Questions / Tests and Student Knowledge Assessment Criteria will be posted on the University website at least one month before the start of the exams (<http://eeu.edu.ge>).

Master's program in Educational Research Administration enrollment by mobility is possible twice a year, within the timeframe established by the legislation of Georgia and in accordance with the established procedure.

Master's program in Educational Research Administration enrollment or enrollment by transfer from a recognized higher education institution abroad, is carried out within the timeframe established by the legislation of Georgia and in accordance with the established procedure.

Candidates who have a B2 level English language proficiency test as well as a candidate who has completed a full or part-time bachelor's or master's degree in English are exempt from English language testing.

#### B2 level corresponding certificates and list of points

(TOEFL PBT	Points: Not less than 513 points
TOEFL IBT	Points: Not less than 65 points
English examinations by the British Council and the University of Cambridge (IELTS)	Points: Not less than 5,5points
English examinations by the British Council and the University of Cambridge (Cambridge Exam)	knowledge level: not less than FCE

#### Teaching-learning methods

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Lecture                            | <input checked="" type="checkbox"/> Group work |
| <input checked="" type="checkbox"/> Practical work                     | <input checked="" type="checkbox"/> Seminar    |
| <input checked="" type="checkbox"/> Learning with Electronic resources | <input type="checkbox"/> E-learning            |
| <input checked="" type="checkbox"/> Other                              |  |

The syllabus of each course of the Master's program in Educational Research and Administration provides the ways (methods) to achieve the goal of the course, which are based on the principles of student-centered teaching. The teaching-learning methods provided in the syllabus of each course are focused not only on acquiring knowledge, but also on developing skills.

Courses of Master's program in Educational research and Administration include teaching-learning methods relevant to the specifics of the subject. The teaching-learning methods presented in the syllabus of each course of the educational program correspond to the level of teaching and the goals and content of each course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning outcomes provided by the syllabus of the training course, and the combination of existing teaching methods - the achievement of learning outcomes provided by the program.

When choosing the teaching methods, the purpose of the course and the expected result - what the student should know and what he / she can do. Teaching-learning methods such as lecture, group work, seminar, practical work, etc. are used to implement the educational component of the educational program. In addition, the relevant activities are used to implement the educational component of the educational program: discussion / debate, cooperative learning, group work, demonstration, explanation, verbal, deduction, induction, analysis, brain storming, case analysis (Case study), problem-based learning (PBL) etc.

The teaching-learning methods provided in the syllabi of the course support the assimilation of specific material and develop the transfer skills of the student.

### **Student evaluation system**

Mastering the learning component of the Master's Program in Educational research and Administration includes the active participation of students in the teaching process and is based on the principle of continuous assessment of acquired knowledge.

During the implementation of the Master's program in Educational Research and Administration, the student's knowledge is assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of January 5, 2007 "On the Rule of Calculation of Higher Education Programs by credits" and with the current regulations concerning educational and research activities of the University.

Assessment of student's knowledge in the learning component of the Master's program in Educational Research and Administration includes mid-term (single or multiple) and final assessment, the sum of which is the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the Master's Program in Educational research and Administration, the minimum competence limit

of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The assessment system allows for:

**Five types of positive assessment:**

(A) Excellent	91-100 points
(B) Very good	81-90 points
(C) Good	71-80 points
(D) Satisfactory	61-70 points
(E) Sufficient	51-60 points

**Two types of negative assessment:**

(FX) Didn't pass	41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam once by working independently;
(F) Failed	40 points and less, which means that the work done by the student is not enough and he has to study the subject again.

In the learning component of Master's program in Educational research and Administration, in case of FX, an additional exam will be scheduled not less than 5 calendar days after the announcement of the final exam results. The number of points obtained in the final assessment is not added to the evaluation received by the student on the additional exam. The assessment received on the additional exam is the final assessment and is reflected in the final assessment of the learning component of the academic program. In case of receiving 0-50 points in the final assessment of the learning component, taking into account the assessment received in the additional exam, the student will be awarded F-0 point.

The research component (master's thesis) of the Master's program in Educational research and Administration must be evaluated in the same or the following semester in which the student will complete the work. The scientific-research component of the Master's program in Educational research and Administration (master's thesis) is assessed once, with a final assessment.

The assessment system of the research component (master's thesis) allows:

**Five types of positive assessment:**

(A) Excellent	91-100 points;
(B) Very good	81-90 points
(C) Good	71-80 points
(D) Satisfactory	61-70 points
(E) Sufficient	51-60 points

**Two types of negative assessment:**

(FX) Didn't pass	41-50 points, which means that the graduate student is eligible to submit a revised research component during the following semester;
(F) Failed	40 points and less, which means that the master student loses the right to submit the same research component.

**Employment**

With the help of the versatile skills acquired under the Master's program in Educational Research and Administration, the graduate will be able to find employment in a secondary, professional, higher education institution, any state, regional or private educational institution, non-governmental organization, structural unit of any institution that needs an educational research and administration specialist.

**Opportunity to continue learning**

Graduates of the Master's program in Educational Research and Administration can continue their studies at the doctoral level subject to the prerequisites for admission to the program(s).

**Material and technical base of the program**

The University infrastructure and material and technical resources are available to students without restrictions to achieve the learning outcomes provided by the Master's program in Educational Research and Administration, in particular:

- Properly equipped auditoriums, work rooms for academic and administrative staff;
- Conference hall;



- Library equipped with computer equipment and information-communication technologies, where the latest Georgian and foreign printed and electronic literature provided by the syllabi of the program is available;
- Three computer resource centers, computer equipment connected to Internet and internal network, and computer-assisted teaching / learning process software;
- Various technical devices, etc.

The latest scientific periodicals are available to students in electronic and material form, international electronic library databases: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, Sage Journals, E-duke journals, Elsevier, Heinonline.

In order to implement the practical component, the University has signed memoranda of cooperation with various public and private schools, higher education institutions, other state organizations in the field of education, where the student develops practical skills.

### **Human resources necessary for the program implementation**

The program is implemented by the academic staff of the university, visiting lecturers and teachers with relevant qualifications who have the necessary competence to produce the learning outcomes of the Educational Research and Administration program, professional experience corresponding to the program profile, academic degree, teaching and research experience.

For more information on human resources, see the course syllabi.

### **Program Structure**

The Master's Program in Educational Research and Administration consists of teaching and research components. In addition, 90 credits are allocated to the learning component and 30 credits to the research component.

The learning component of the Master's Program in Educational Research and Administration consists of teaching is presented as mandatory courses (60 ECTS), optional courses (18 ECTS) and reflexive practice (12 ECTS).

The research component of the Master's Program in Educational Research and Administration involves a Master's thesis and its public defense (30 ECTS).

**Contact Information:** Assistant-Professor, Ketevan Aptarashvili, Tel. 591936777, [k.aptarashvili@eeu.edu.ge](mailto:k.aptarashvili@eeu.edu.ge)

Associate Professor, Giorgi Gakheladze, Tel. 577278826, [g.gakheladze@eeu.edu.ge](mailto:g.gakheladze@eeu.edu.ge) [giorgigakheladze@gmail.com](mailto:giorgigakheladze@gmail.com)

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## Public Administration

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<b>Program name</b>	Public administration
<b>Educational stage</b>	Master's degree
<b>Language of Education/learning</b>	Education program is being taught in Georgian language
<b>Academic degree / qualification to be assigned</b>	Master of Public Administration
	Master of Public Administration
	Will be awarded in case of educational program requirements and accumulation of at least 120 credits.
	Master's program is built on the basis of the ECTS system, is the Student oriented and based on student's academic workload, which is needed to achieve the goals of the educational program.

<p><b>Program capacity with credits</b></p>	<p>Master's degree Educational program of Public administration includes 120 ECTS credits, 60 credits per year, 30 credits per semester. Accordingly, the standard duration of the Master's program amounts to 2 years or 4 semesters.</p> <p>Depending on the individual load of the student, in a year the number of credits can be up to 60 less than or more but not more than 75-Isa.</p>
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Qualification characterization Master's degree Educational program of Public administration	
Program objectives	
<p>Master's degree Educational program of Public Administration aims at the student:</p> <ul style="list-style-type: none"> <li>• To provide with a deep and systematic knowledge about Essence of Public Administration, constitutional foundations of public administration, principles of Public Administration, State and municipal management the theoretical foundations of state power, the essence of signs of the government's Democratic Organization, challenges in public service, territorial arrangement of Public Administration, Public-legal and private-legal forms of organizational arrangement of Public Administration, Legal forms of activities of the administrative body, Transparency of Public Administration, freedom of information, forms of control over public administration, Administrative proceedings for the types of e-governance and e-democracy in European Union law the basic principles and system, main aspects of the activities of EU institutions, as well as research methods in the field of Public Administration, Academic honesty rules, academic ethics, the professional scientific texts in the creation of the basic principles of, on standards of professional activity of civil servants, ethics and rules of conduct in public service;</li> <li>• to cultivate in the field of Public administration ability of the latest scientific research critical analysis, innovative synthesis of information, evaluation, also about current issues existing in the field of Public administration ability to draw their own complex and original conclusions;</li> </ul>	

- to cultivate in the field of Public administration ability of identifying existing complex problems of developing new, original ways of identifying, solving them, ability to develop scientific research project/work using independent planning and cutting-edge methods and approaches in Public administration on topical issues of scientific-research process;
- to cultivate for an Academic complex and professional community, in compliance with academic ethics standards, ability to share in Georgian and English languages, in a written and oral forms of their own research results, conclusions and arguments;
- to cultivate from various sources, including foreign information resources, the ability of autonomously retrieval of Primary Data, latest information and in the field of Public administration an ability to conduct your own learning independently;
- to cultivate, through Principles of academic conscientiousness, rules of academic honesty, ethical implications of scientific research,

Professional activity standards protection and through new strategic approaches the ability to contribute to the development of professional ethics and rules of conduct.

### Study results

After the completion of Master's degree Educational program of Public Administration the Student:

- (A) depicts theoretical foundations of state and municipal management, basic tools and modern methodological approaches, Principles and theories of Public Administration, the state government, the essence of the sign of the state mechanism, the authorities of the Democratic Organization issues, E-Governance Development Prospects, new management approaches, Problems in public policy and political system, challenges in public service, Principles of the Constitution of a democratic and social legal state, Functions of Public Administration, constitutional foundations of Public Administration and international aspects, Forms of Public Administration activities, legal grounds for freedom of information, Objectives and participants of the public finance management system, Types and objectives of Public Administration control, Types of administrative proceedings, principles of e-governance, legal consequences of submitting an administrative complaint, basic principles and system of EU law, Key aspects of the activities of EU institutions, also in the field of Public administration a Research methods, academic honesty rules, academic ethics, the professional scientific texts in the creation of the basic principles of;
- (B) Critically analyzes and evaluates the recent scientific studies in the field of Public administration, other necessary information and on the current issues existing in the field of Public administration develops its own complex and original conclusions;

- (C) Identifies existence of difficult problem in the field of Public administration, develops new, original ways of its solution, regarding the Public administration independently plans scientific-research process and using the latest methods and approaches develop a scientific research project/thesis;
- (D) Discusses with academic, complex and professional community on the results, conclusions and arguments of his own research, adhering to academic ethics standards, in written and oral form;
- (E) Reveals from various sources, including from foreign information resources, ability of Autonomously retrieval of Primary Data, latest information and the ability to independently conduct studies in the field of Public Administration.
- (F) Recognizes and respects the principles of academic conscientiousness, rules of academic honesty, ethical implications of scientific research, professional Activity Standards, through new strategic approaches participate in the development of professional ethics and rules of conduct.

#### Prerequisite for admission to the program

Right of enrollement at Master's degree Educational program of Public administration has a person having a bachelor's degree or equivalent academic degree, which will be enrolled on the basis of the results of the general postgraduate examinations and internal university examinations.

General level of knowledge is revealed through inter-university exams within the chosen specialty and English language. English language (B2 level) examination is provided by the University. After successfully overcoming the English language exam (at least 51 points), Candidates will be interviewed within the chosen specialty.

Assessment occurs considering the the student's qualifications, work experience, personal skills, as well as English language skills, the quality. Evaluation is done with 100 points system.

Inter-university examination issues / exams and students ' knowledge assessment criteria will be posted on the University's website less than a month before the exams (<http://eeu.edu.ge>)

Enrollment by mobility at Master's degree program in public administration is possible twice a year, within the timeframe established by the legislation of Georgia and according to the established procedure.

Enrollment at Master's degree Educational program of Public Administration or enrollment by the transfer rule from a recognized higher educational institution of a foreign country is carried out on the basis of the decision made by the Ministry of Education, Science, Culture and Sport of Georgia English language exam exempt candidate who presents B2 level English proficiency certificate, also candidates who have completed a full or incomplete course of Bachelor's or Master's degree in English.	
<b>List of B 2 Level certificates and points</b>	
Toefl PBT)	Amount of points: not less than 513 points
TOEFL (Toefl IBT)	Amount of points: not less than 65 points
British Council and Cambridge University English language exams (IELTS)	Amount of points: not less than 5,5 points
British Council and Cambridge University English language exams (Cambridge Exam)	Level of knowledge: not less than FCE
<b>Teaching-learning methods and activities</b>	
<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Workshop <input checked="" type="checkbox"/> Training/education with electronic resources <input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Work in the Working Group <input checked="" type="checkbox"/> Practical work <input checked="" type="checkbox"/> Other	<p>Syllabus of each course provided by Master's degree Educational program of Public Administration provides ways to achieve the goal of the training course (methods), which is based on student-oriented teaching principles. Teaching-learning methods provided by the syllabus of each course is focused not only on gaining knowledge, but also on developing skills.</p> <p>Training courses/educational courses Master's degree Educational program of Public Administration includes teaching and learning methods of relevant specificity of the subject. Teaching-learning methods outlined in the curriculum syllabus of Educational program's each course of study corresponds to the level of training and the goals and content of each training course. Teaching-learning methods, based on the specificity of</p>

	<p>the training course, provides the achievement of the study results provided by the curriculum syllabus, and the combination of existing teaching methods – achieving of Study results provided by program.</p> <p>When choosing teaching methods the purpose and approximate result of the training course shall be taken into account - what the student should know and what to do. In order to implement the educational component of the educational program, teaching-learning methods are used, Such as lecture, work in the working group, seminar, practical work, etc. Teaching-learning methods provided by syllabuses of the training course contribute to the assimilation of specific materials and develops student transferable skills.</p> <p>In addition, the method of teaching-learning may include relevant activities: Discussion / debate, collaborative (cooperative) teaching, group (collaborative) work, demonstration, explanation, verbal, i.e. folklore, deduction, induction, analysis, brainstorming, Case Analysis (Case study) Problem-Based Learning (PBL) and other. Activities used in teaching-learning process complement each other and move among themselves. Implementing the program of academic and invited staff may use the above-mentioned one or more activities or any other activities depending on the specific training task.</p>
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Student knowledge assessment system	
	<p>Mastering of Master's degree Educational program's educational component of Public administration envisages active participation of students in teaching process and is based on the principle of continuous evaluation of acquired knowledge.</p>

While the development of Master's degree Educational program of Public Administration, the level of achievement of student's learning result will be evaluated according to the evaluation system will approved by N3 order of January 5, 2007, on "The higher the educational programs credit in the calculation of the" rules of the Ministry of education and science of Georgia.

In Master's degree's educational component Educational program of Public Administration Student's learning outcome, the level of assessment includes evaluation forms - intermediate (single or multiple) and at the final evaluation, whose sum constitutes the final assessment (100 points).

Intermediate and final evaluation (forms of evaluation) includes the component/components of the evaluation, Which determines the student's knowledge and/or skills and/or competencies in the assessment of the techniques/methods (Oral/written exam, oral / written survey, homework, Practical / theoretical work, etc.). The evaluation component combines homogeneous methods of evaluation (Test, essay/essay, demonstration, presentation, discussion, practical / theoretical assignment, Working in the Working Group, Participation in the discussion, solving of kazu, Participation in the mock process, etc.). Evaluation method / methods are measured by evaluation criteria i.e. the measurement unit of the evaluation method, thus, the level of achievement of learning outcomes is determined.

Each form and component of the evaluation has a specific share from the total score (100 points) of the evaluation in the final assessment, that which is reflected in the specific syllabus and communicated to the student teaching at the beginning of the semester.

It is inadmissible to grant credit using only one form of evaluation (Intermediate or final assessment). The student is given credit only in case of receiving a positive assessment.

When exercising a Master's degree Educational program of Public Administration the Share of the minimum competency limit for intermediate and final assessment of the student will be reflected in a specific syllabus and is communicated to the student at the beginning of the academic semester.

Evaluation system **allows::**

**Five types of positive assessment:**



(A) Excellent	91.00 points for evaluation;
(B) very good	81-90 points of Maximum valuation;
(C) good	71-80 points of Maximum valuation;
(D) satisfactory	61-70 points of maximum valuation;
(E) enough	51-60 points of maximum valuation .
<b>Two types of negative assessment:</b>	
(FX) Failed to pass	The maximum valuation is 41-50 points, which means that the Student needs more work to pass and is given the right to pass an additional exam with independent work
(F) Failed	40 points and less than the maximum assessment, which means that the work carried out by the student is not enough and he has to study the subject from the beginning and again.
<p>In the case of FX receipt at the component of Master's degree Educational program of Public Administrationeducational, an additional exam will be appointed at least 5 calendar days after the results of the final exam are announced.</p> <p>In the case of receiving FX, an additional test will be appointed at least 5 calendar days after the final test results are announced. The number of points earned in the final assessment is not added to the assessment by the student. The assessment received for the additional exam is the final assessment And reflected in the educational program of the educational component of the final assessment. Taking into account the assessment received for the additional exam in case of receiving 0-50 points in the final assessment of the educational component, the student is awarded with grades F-0 points.</p>	

<p>Master's degree Educational program of Public Administration scientific-research component (master's thesis) should be evaluated in the same or the next semester, in which the student will complete the work on it. Scientific-research component of Master's degree Educational program of Public Administration (Master's thesis) is evaluated one-time (final assessment).</p> <p>evaluation system of Scientific-research component of Master's degree Educational program of Public Administration (Master's thesis) allows:</p>	
<b>Five types of positive assessment:</b>	
(A) Excellent	oints for evaluation;
(B) very good	81-90 points of Maximum valuation;
(C) good	71-80 points of Maximum valuation;
(D) satisfactory	61-70 points of maximum valuation;
(E) enough	51-60 points of maximum valuation .
<b>Two types of negative assessment:</b>	
(FX)Failed to pass	The maximum valuation is 41-50 points, which means that the Student needs more work to pass and is given the right to pass an additional exam with independent work
(F) Failed	40 points and less than the maximum assessment, which means that the work carried out by the student is not enough and he has to study the subject from the beginning and again.

**Contact Information:** Zviad Rogava, Tel. 599252552, [z.rogava@eeu.edu.ge](mailto:z.rogava@eeu.edu.ge)

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## Agri-Business Management

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**Program:** Agri-business management

**Teaching level:** Master

**Academic Degree / Qualification Awarded:** აგრობიზნესის მენეჯმენტის მაგისტრი / Master of Agribusiness Management

**Language of instruction:** Georgian.

**Program Leader:**

**Program credit value:** 120 ECTS

The Master's education program is built on the basis of the European Credit Transfer and Accumulation System (ECTS). One credit in the Master's Degree Program in Agri-Business Management covers a student's study load of 25 hours, which combines both contact and independent hours.

The Master's Degree Program in Agri-Business Management includes a total of 120 ECTS credits, with a full workload of 60 ECTS credits per academic year. Accordingly, the standard duration of the Master's educational program is four academic semesters or two academic years.

It is allowed for a student's study load to exceed 60 credits or be less than 60 credits during one academic year. However, a student's study load must not exceed 75 ECTS credits in one academic year.

### Prerequisites for Admission to the Program

A person with a bachelor's degree or an equivalent academic degree, who successfully passes the common master's examination and intra-university examinations, has the right to study in the Master's Degree Program in Agri-Business Management.

The right to participate in intra-university exams will be granted to the master's degree candidate who meets the minimum competence threshold of the general master's exam.

The master's degree candidate must pass an intra-university written exam (testing) in English to confirm knowledge of the English language at at least a B2 level, as well as an oral exam (interview) in the specialty.

The content, procedure, and criteria for evaluating students' knowledge for the internal university exams, including test samples, will be posted on the university's website at least one month before the exams (<http://eeu.edu.ge>).

A person can be enrolled in the Master's Degree Program in Agri-Business Management on a mobility basis, in accordance with applicable legislation. Additionally, a master's student wishing to enroll in the program on a mobility basis must meet the prerequisites for admission to the program.

It is allowed to continue studying in master's educational programs without passing the common master's exams, in the manner and within the time limits established by the Ministry of Education and Science of Georgia, in the cases provided for by Article 521, Clauses 7 and 71 of the Law of Georgia "On Higher Education."

**Note:** A master's degree candidate is exempt from the internal English language exam if they present an international certificate confirming knowledge of the English language at at least a B2 level (Cambridge ESOL Exams: IELTS – Bands at least 5.5; FCE – at least Grade C; BEC Vantage – at least Grade C; ILEC – Pass; BULATS – 65-69; TOEIC – 715-795; Aptis Test: at least 46-49) or a valid certificate issued by the National Assessment and Examination Center (CERTUS) in the last 2 years, or a diploma (bachelor's, master's, or other) confirming completion of a degree.

### **Program objectives:**

The goal of the Master's program in Agri-business Management is to provide the student with deep and systematic knowledge in the field of Agri-business Management and to develop:

1. Ability to pay attention to scientific innovations, as well as constantly update knowledge;
2. Ability to effectively apply the knowledge acquired in the field of Agri-business management in practical activities and other skills necessary for specialized activity;
3. Skills necessary to independently evaluate, analyze, reason, justify and solve problems in the field of Agri-business management;
4. Ability for independent research;

5. Ability to contextually analyze ethical values.

### Program Learning Outcomes:

The graduate of the Master's program in Agri-business Management has the following competencies:

Knowledge and understanding	<ul style="list-style-type: none"> <li>• Demonstrates in-depth and systematic knowledge of modern concepts and methods of agribusiness management, marketing analysis, agribusiness assessment, dynamic economic development, which enables the formation of a new vision for solving complex problems;</li> <li>• Systematically describes ways to solve issues related to the field of Agri-business management.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Conducts a complex assessment of problems in the field of agribusiness management and searches for new, original ways to solve them;</li> <li>• Conducts independent research in the field of agribusiness management using the latest methods and approaches;</li> <li>• Formulates reasoned conclusions based on the analysis of change, identifies key problems in the field of agribusiness management and lays out ways to solve them;</li> <li>• On issues related to the field of agribusiness management, he/she can present his/her conclusions and arguments to the academic and professional community in written and oral form in his / her native and foreign language.</li> </ul>
Autonomy and responsibility	<ul style="list-style-type: none"> <li>• Analyzes the values in the field of agribusiness, adheres to its own reasoned opinions in accordance with the norms of professional ethics and makes reasoned decisions based on a synthesis of theoretical components and practical experience;</li> </ul>

### Teaching-learning methods:

The syllabus of each training course provided by the Master's Degree Program in Agri-Business Management outlines methods to achieve the course objectives based on student-oriented teaching principles. The teaching-learning methods provided in each course syllabus focus not only on acquiring knowledge but also on developing skills.

The educational courses of the Master's Degree Program in Agri-Business Management include teaching-learning methods relevant to the topic. These methods, reflected in each course syllabus, correspond to the master's level of education and the goals and content of each course. The methods ensure the achievement of the learning outcomes specified in the syllabus, and the overall set of teaching methods ensures the achievement of the program's learning outcomes.

When selecting teaching methods, the purpose of the training course and the expected outcomes—what the student should know and be able to do—are taken into account. Teaching and learning methods such as lectures, group work, seminars, practical work, and others are used to implement the educational component of the program. The teaching-learning methods provided by the course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.

Additionally, the walk-through learning method includes relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal methods, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others. The activities used in the teaching-learning process complement and integrate with each other. Academic and visiting staff may use one or more of these activities or any other relevant activity depending on the specific learning task.

### **Student Knowledge Assessment System**

The mastery of the educational component provided by the Master's Degree Program in Agri-Business Management takes into account the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the program, the evaluation of the level of achievement of the student's learning outcomes is conducted in accordance with the evaluation system approved by the order of the Minister of Education and Science of Georgia No. 3 of January 5, 2007, "On the Procedure for Calculating Credits for Higher Education Programs."

Assessment of the level of achievement of the student's learning outcomes in the educational component of the program includes intermediate (single or multiple) and final assessments, the sum of which represents the final assessment (100 points).

Intermediate and final assessments include methods to evaluate the achievement of learning outcomes (oral/written exam, survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, group work, participation in discussions, etc.). The evaluation method is measured by evaluation criteria, which determine the level of achievement of learning outcomes.

For each evaluation component, a quantitative indicator (expressed in percentages or points) is determined from the total evaluation score (100 points) in the final assessment, which is reflected in the syllabus of a specific course and communicated to the student at the beginning of the semester.

A minimum competency threshold is defined for each evaluation component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. The minimum competence threshold for intermediate and final assessments is reflected in the syllabus of each course and communicated to the student at the beginning of the semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit if they exceed the minimum competence thresholds defined for each evaluation component and receive one of the positive evaluations.

The evaluation of the learning outcomes of the educational program's components is completed in the same semester in which it was carried out. The evaluation system of the educational program allows:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The scientific-research component (master's thesis) of the Master's Degree Program in Agri-Business Management must be evaluated in the same or the next semester in which the student completes the work on it.

The scientific-research component of the Master's Educational Program in Agri-Business Management (master's thesis) is evaluated as a whole by the final evaluation, which includes the "Rule of Planning, Implementation, and Evaluation of the Scientific-Research Component of the Master's Educational Programs of the Faculty of Business and Engineering" of the University of Eastern Europe. This assessment considers the evaluation and defense of the content of the master's thesis.

The evaluation system of the scientific-research component (master's thesis) of the Master's Educational Program in Agri-Business Management allows:

**Five types of positive assessment:**

- (A) Excellent 91-100 points;
- (B) Very Good 81-90 points;
- (C) A Good 71-80 points;
- (D) Complete 61-70 points;
- (E) Enough 51-60 points;

**Two types of negative evaluations are as follows:**

(FX) Failed – Indicates a score between 41-50 points out of the maximum assessment, allowing the master's student the opportunity to revise and resubmit the master's thesis during the subsequent semester.

(F) Failed – Indicates a score of 40 points or below out of the maximum evaluation, resulting in the loss of the right for the master's student to resubmit the same thesis.



**Area of Employment**

Master of Agri-business Management is trained to carry out high-ranking internships in the agri-business field and to continue scientific work. Accordingly, the graduate of the Master's program in Agri-business Management is given the opportunity to be employed in public and private structures of agrarian profile, as well as in the training and scientific-research organization of agrarian profile.

**Potential for Continuing Education**

A graduate of the Master's program in Agri-business Management has the right to continue his/her studies in higher education institutions of Georgia or other countries, in Agri-business management, as well as doctoral programs in various fields of economics and business administration, taking into account the prerequisites for admission to the relevant doctoral program.

**Contact information:** Ekaterine Zviadadze [Ekaterine.Zviadadze@eeu.edu.ge](mailto:Ekaterine.Zviadadze@eeu.edu.ge)

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## Urban Planning

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**Program:** Urban planning

**Field / specialty:** Architecture

**Subfield / Specialization:** Architecture of buildings and urban planning

**Level:** Graduate

**Academic degree / qualification to be awarded (in Georgian and English):** Master of Architecture  
(Will be awarded in case of fulfillment of requirements provided by the educational program and accumulation of at least 120 credits).

**Language of instruction:** Georgian

**Program Volume in Credits:** 120 ECTS

The Master's program in Urban Planning includes 120 credits, 60 credits per year, 30 credits per semester. One credit includes 25 hours (student load within the corresponding credit is reflected in the syllabi of the course). Accordingly, the standard duration of the master's program is 2 years or 4 semesters.

Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.

Out of 120 credits of the Master's Program in Urban Planning, 48 credits are devoted to mandatory courses, 30 credits are for optional courses, 12 credits are devoted to the practical skills development component - Theoretical / Experimental Research / Colloquium, and 30 credits to writing and defense of a master's thesis.

### **Qualification description of the program**

#### **a) Program objectives are:**

- To give knowledge about the main features of urban planning systems, the means of identifying problems in the field of urban planning, the preservation and development of the environment and its ecological, cultural and social values;
- To develop skills in urban planning changes, contextual analysis of architectural values, integration of modern buildings, tracing urban planning practices and innovations, as well as constant updating of knowledge;
- To train competitive urban planning specialists who, together with theoretical knowledge, will have practical skills that will help them in the field of urban planning to research, analyze, identify problems and solve them independently and effectively.

#### **b) Admission requirements:**

A person with a bachelor's degree in architecture or a bachelor's degree in civil or industrial construction or an equivalent academic degree is eligible for enrollment in the Master's program in Urban Planning, with a requirement of mandatory English language proficiency at B2 level, on the basis of the results of the general master's examinations and the internal university examinations (closure).

Internal university examinations reveal the general level of knowledge of the chosen specialty.

Criteria for assessing students' knowledge of internal university exams (closure) will be posted on the university website at least one month before the exams start (<http://eeu.edu.ge>)

Enrollment in the Master's program in Urban Planning on a mobility basis is possible twice a year, within the timeframe set by the Ministry of Education and Science of Georgia, following the mandatory procedures and rules set by the University.

Enrollment in the Master's program in Urban Planning, or enrollment by transfer from a recognized higher education institution abroad is carried out on the basis of the decision of the Ministry of Education and Science of Georgia.

**c) Learning Outcomes:**

The graduate of the Master's program in Urban Planning has the following field and general (transfer) competencies:

<b>Knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Systematically describes the field of urban planning, explains the processes necessary for the urban design and area planning process (urban planning norms, regulatory documents, etc.) in the field of urban development;</li> <li>2. Explains the methods and means necessary for the implementation of environmentally sustainable projects for the preservation and rehabilitation of the environment;</li> <li>3. Formulates important issues of landscape architecture, urban planning, as well as territorial and national planning and knows the functional importance of service systems in the modern urban environment;</li> </ol>
<b>Skills</b>	<ol style="list-style-type: none"> <li>4. Demonstrates a creative approach, practical implementation of an innovative idea, complex evaluation of problems and the search for new, original ways to solve them;</li> <li>5. Acts on the basis of relevant codes, regulatory provisions and urban planning norms and rules of use of the architectural environment;</li> <li>6. Prepares the project assignment of the facility, makes innovative decisions, identifies the expected results and manages the urban project taking into account the professional construction, financial and legal context (project planning, project reference cost, project management, project submission procedure);</li> </ol>
<b>Autonomy and responsibility</b>	<ol style="list-style-type: none"> <li>7. Independently and creatively carries out complex analysis of urban issues to be studied, can take responsibility for the protection of urban planning, architectural values, landscape, environment and architectural heritage values.</li> </ol>

**d) Methods and forms of achieving learning outcomes:**

Depending on the specifics of the specific course, teaching methods such as verbal or oral method, method of working on a book, method of graphic work, method of demonstration, method of discussion / debate, method of group (collaborative) work, method of case study, demonstration method, explanatory method, action-oriented teaching method, as well as practical methods, etc. are used in the learning process.

In the teaching-learning process, the methods complement and intersect each other. The academic and visiting staff implementing the program may use one or more of the above methods or any other method depending on the specific learning task. The teaching-learning methods of a specific training course are reflected in the syllabus of the relevant training course.

**Teaching method:** giving a lecture and explaining the assignment on the given topic, finding and analyzing the existing material, visiting the study area, conducting research, inquiry, working on sketches and discussing them both in groups and individually, performing closures, discussing and evaluating, class discussion, approving sketches, creative project performance, presentation and self-assessment.

#### **e) Student assessment system:**

Mastery of the learning component provided by the Master's program in Urban Planning involves the active participation of students in the learning process and is based on the principle of continuous assessment of acquired knowledge. The level of student achievement during the implementation of the master's program is assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rule of Calculation of Higher Education Programs by Credits".

Assessing the level of student achievement in the curriculum component of the Master's program in Urban Planning includes assessment forms – mid-term (single or multiple) and final, the sum of which is the final assessment (100 points).

Mid-term and final assessment (assessment forms) includes the assessment component/components, which determines the method/methods of assessment of the student's knowledge and/or skills and/or competencies (oral/written test, oral/written survey, homework, practical/ theoretical work, etc.). The assessment component combines uniform assessment methods (test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group,

participating in a discussion, case study, participating in a mock process, etc.). Assessment method/methods are measured by assessment criteria or unit of measurement of the assessment method, which determines the level of achievement of learning outcomes.

Each form and component of the assessment has defined share out of the total score (100 points) in the final assessment , which is reflected in a specific syllabus and notified to the student at the beginning of the semester.

It is not allowed to grant credit using only one form of assessment (mid-term or final). A student will be granted a credit only in case of positive assessment.

During the implementation of Master's program in Urban Planning, the share of the minimum competency threshold of the student's mid-term and final assessment is reflected in a specific syllabus and the student is notified at the beginning of the semester.

#### **The assessment system allows for:**

##### **Five types of positive evaluation:**

- (A) Excellent - 91-100 points;
- (B) Very good - 81-90 points of highest evaluation;
- (C) Good - 71-80 points of highest evaluation;
- (D) Satisfactory - 61-70 points of highest evaluation;
- (E) Sufficient - 51-60 points of highest evaluation;

##### **Two types of negative evaluation:**

- (FX) Didn't pass - 41-50 points of highest evaluation, which means that the student needs more work to pass and is allowed to take an additional exam once by working independently;
- (F) Failed - 40 points and less of highest evaluation, which means that the work done by the student is not enough and he has to study the subject again.

In the learning component of Master's program in Urban Planning, in case of FX, an additional exam will be scheduled not less than 5 calendar days after the announcement of the final exam results. The number of points obtained in the final assessment is not added to the evaluation received by the student on the additional exam. The evaluation received on the additional exam is the final evaluation and is reflected in the final evaluation of the learning component of the academic program. In case of receiving 0-50 points in the final evaluation of the learning component, taking into account the evaluation received in the additional exam, the student will be awarded F-0 point.

The research component (master's thesis) of the Master's program in Urban Planning must be evaluated in the same or the following semester in which the student will complete the work. The scientific-research component of the Master's program in Urban Planning (master's thesis) is evaluated once (with a final assessment).

The assessment system of the scientific-research component (master's thesis) of Master's program in Urban Planning allows:

**Five types of positive evaluation:**

- (A) Excellent - 91-100 points;
- (B) Very good - 81-90 points of highest evaluation;
- (C) Good - 71-80 points of highest evaluation;
- (D) Satisfactory - 61-70 points of highest evaluation;
- (E) Sufficient - 51-60 points of highest evaluation;

**Two types of negative evaluation:**

- (FX) Didn't pass - 41-50 points of highest assessment, which means that the graduate student is eligible to submit a revised research component during the following semester;
- (F) Failed - 40 points and less of highest assessment, which means that the master student loses the right to submit the same scientific-research component.

**Contact Information:** Merab Bolkvadze - Professor, Doctor of Architecture, 599553420; [mer.bolkvadze@yahoo.com](mailto:mer.bolkvadze@yahoo.com)

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## Teacher Preparation Educational Program

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**Program name:** / Teacher Preparation Educational Program

**Directions and sub-directions:**

- Teacher of Georgian language and literature / lower /upper Secondary School Teacher of Georgian Language and Literature
- Foreign language teacher:
- English language teacher; / primary and lower /upper Secondary School Teacher of Foreign Languages – Teacher of English

**Program type: Teacher's Preparation** Independently existing educational program completion certificate:

Certificate-graduate of teacher training educational program; Basic-Secondary School teacher in Georgian language and literature / Certificate - Teacher Preparation Educational Program graduate; lower /upper Secondary School Teacher of Georgian Language and Literature

Certificate-graduate of teacher training educational program Primary and basic-secondary school teacher in foreign language - English language teacher / Certificate - Teacher Preparation Educational Program graduate; primary and lower /upper Secondary School Teacher of Foreign Languages – Teacher of English

**Program capacity and structure with credits: 60 credits (ECTS) (1 credit - 25 hours)**



**For successful completion of Teacher's Preparation** Independently existing educational program the student needs to learn from the training courses of the program:

- **From the general professional module** - 36 credits (including all compulsory and one elective course);  
**From school Practice module** - 12 credits (independent courses of school practice defined for relevant directions);
- **From the module of teaching and methodology of the subject** - 12 credits (including all compulsory courses:

**Program Development date and update:** The program was developed in 2016 and is updated at the beginning of each academic year in order to improve the learning process.

**Language of instruction: Georgian and English** (Part of the training courses are read in English by Georgian and foreign lecturers).

### Qualification characterization of the program

#### a) Program objectives:

The program aims to prepare the basic and secondary level teachers, (In case of foreign language teacher coaching primary, Basic and secondary level) who will have the knowledge, skills and professional characteristics necessary for teaching the relevant subject.

Program goals and results are relevant to the characteristics of an honorary teacher defined by the standard teacher professional standard and results as provided by the head teacher under the scheme of initiation, professional development and career advancement of the Teacher's activities.

#### b) Prerequisite for admission to the program:

Right to enroll on the independent educational program of teacher training Persons with bachelor's/master's and/or equivalent academic degree of the National curriculum communication subject / subject group who has proven subject competence on the basis of *Exams organized by the National Center for assessment and evaluation*.

**c) Study results:** After completion of teacher Preparation educational program, the student:

<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. Describes and discusses modern pedagogical theories, principles and methods necessary for conducting the educational process;</li> <li>2. Describes and explains the general educational standards of Georgia;</li> </ol>
<b>Skills</b>	<ol style="list-style-type: none"> <li>3. Develops and substantiates the full curriculum of the relevant subject (Plan, methods, activities, evaluation, resources) for any year of study;</li> <li>4. Supervises the process in compliance with professional ethics</li> </ol>
<b>Autonomy and responsibility</b>	<ol style="list-style-type: none"> <li>5. Justifiably represent his own professional development plan.</li> </ol>

#### D) Methods of achieving learning outcomes:

Study results of teacher training educational program are being achieved by combining traditional and modern methods. Special importance is attached to the research and implementation of pedagogical practice - Action-oriented learning.

In particular, the framework of the program is used:

- Action-oriented learning.
- Explanatory and interactive lecture,
- Discussion/debate,
- Role-playing and situational games,
- Presentation,
- Two-dimensional project training on problem solving;
- Accident Analysis (Case study)
- Group (collaborative) work,
- Cooperative learning,
- Heuristic method,
- Observation, analysis, reflexology on pedagogical practice;
- Methods of working on sources;
- Teaching with reasoning diagrams;
- Feedback methods, and other;

In the syllabus of each course a specific method/methods of teaching/learning is given, which correspond to the objectives of the mentioned training course and acceptable (planned) learning outcomes, and, the results of the study determined by the training/educational courses, in turn, it is in full compliance with the results achieved by the program. Thus, the combination of teaching / learning methods defined by syllabuses of training courses a unified methodology for teaching/learning the program.

#### **E) student competencies assessment system:**

Program includes the active participation of students in the teaching process and is based on the principle of continuous assessment of acquired knowledge. During the implementation of the program the student's knowledge is assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of January 5, 2007 "On the Rule of Calculation of Higher Education Programs by credits" and with the current regulations concerning educational and research activities of the University.

Assessment of student's knowledge in the learning component of the program includes mid-term (single or multiple) and final assessment, the sum of which is the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the Program, the minimum competence limit of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The assessment system allows:

Five types of positive assessment:

- (A) Excellent - 91-100 points;
- (B) Very Good - 81-90 points;
- (C) A Good - 71-80 points;
- (D) Complete - 61-70 points;
- (E) Enough - 51-60 points;

Two types of negative assessment:

- (FX) Not Passed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- (F) Failed - 40 points and less, which means, that student's work is not enough and he/she needs repeated study of the subject.

Program students' workload includes: ა) Working group, seminar and practical training; ბ) Independent studies; გ) Preparation and passing of exams; დ) Teacher portfolio work (certificate papers); ე) Certificate thesis defense; ვ) other types of training activities taking into account the specifics of the program.

**F) Employment areas:** The objectives and results of the program are focused on the requirements of the modern market for labor and employment. The scope of employment of the program is diverse, namely:

- Teacher of basic and secondary level Georgian language and literature at secondary school;
- Secondary school Primary, basic and secondary level English language teacher;
- Corresponding subject Teacher of Educational institutions implementing 1-3 level programs of vocational education;
- Non-Formal Education Centers for pupils;
- Teachers training centers;
- Educational resource centers;
- Government and non-governmental organizations working in the field of Education.

**G) an opportunity to continue studying:** Graduates of the program can continue their studies in Master's or doctoral studies in the fields of pedagogy and Education Sciences, as well as humanitarian and Social Sciences, taking into account the prerequisites for admission to the relevant Master's / doctoral program.

**H) Material and technical base of the program:** Teacher training educational program is implemented at the base of the EEU, equipped with material and technical resources necessary for the implementation of the program. In particular, the university operates: The university library (where available program, the syllabus specified by the mandatory literature and electronic resources), Two computer resource centers (For students with free access to computers and internet), Conference hall. Practice envisaged by the program is carried out in secondary schools, with which the relevant memorandums are signed.

**I) Human Resources of the Program:** Academic staff of the university participates in the implementation of the program, Invited lecturers with relevant qualifications from both Georgia and abroad (USA, Austria).

**Program supervisor:** Associate Professor Giorgi Gakheladze, [G.gakheladze@eeu.edu.ge](mailto:G.gakheladze@eeu.edu.ge)

Associate Professor Nino Sozashvili, , [N.Sozashvili@eeu.edu.ge](mailto:N.Sozashvili@eeu.edu.ge)




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## Law

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**Programme:** LAW

**Academic level:** PhD

**Language of instruction:** The language of instruction in the educational program is Georgian

**Awarded academic degree/qualification:** Doctor of Law

**Program volume in credits:** The duration of the Doctoral Law program is at least 3 years and its learning component includes 60 credits.

**Programme coordinator:** Professor, Doctor of Law Davit Bostoghanashvili

### Description of Law PhD program qualification

#### 1. Goals of the programme

The goal of the law doctoral educational program is to:

- Acquire knowledge based on the latest achievements in the field of law, which enables the expansion of existing knowledge, the use of innovative methods, systematic and critical understanding;
- Develop the ability to elaborate new research or analytical methods and/or approaches focused on creating new knowledge in the field of law;
- Develop the ability to critically analyze, synthesize, and evaluate new, complex, and conflicting ideas and approaches in the field of law;
- Develop the ability to make correct and effective decisions independently to solve complex problems in the field of law;
- Develop the ability to reasonable, clear presentation and delivery of the new knowledge in relation to existing knowledge for colleagues and the general public, and to participate in thematic discussions at local and international levels;
- Develop the ability to participate in university education through teaching and research;
- Develop the ability to develop research project based on research planning the latest achievements adhering to the principles of academic good faith and demonstrating innovation and independency in the field of law.

## 2. Learning outcomes

Upon completion of the Doctoral Law Program the Student:

- Describes the latest achievements and complex challenges of national and foreign law, modern legal science, including the goals, objectives, main steps, basic techniques, models, modern trends in legal research, traditional and modern teaching methods.
- Develops research or analytical methods and/or approaches focused on creating new knowledge in the field of law;
- Critically analyzes and evaluates new, complex and contradictory ideas and approaches in the field of law;
- Makes decisions independently to solve complex problems in the field of law;
- Discusses with colleagues and the general public the knowledge based on the latest achievements and ways to solve complex problems in this field, demonstrates and delivers the relationship between existing knowledge and new knowledge in a substantiated and clear manner, participates in thematic discussions at local and international level;
- Participates in university education through teaching and research;
- Adheres to the principles of academic fairness, demonstrating the innovation and independency in the field of law, plans a research process focused on creating new knowledge, and develops a research project / paper based on the latest achievements.

### 3. Prerequisites for the program admission

A Master of Laws or a person with an equivalent academic degree who has at least three years of work experience in a specialty is eligible to study for a doctoral law program.

Detailed information about the conditions and criteria for admission to the program is posted on the University website [www.eeu.edu.ge](http://www.eeu.edu.ge).

A graduate of a foreign university may be eligible to study for a doctoral program in law in accordance with the requirements of Article 50 of the Law of Georgia on Higher Education.

The PhD candidate is required to have at least B2 level knowledge of English, which must be confirmed by a university exam or a relevant certificate.

A PhD candidate who wants to study in a Georgian language program and whose native language is not Georgian, presents a B2 level certificate of Georgian language (if any), or will pass an exam in Georgian.

Definition of B2 level foreign language proficiency according to ALTE (Association of Language Testers in Europe) ([www.alte.org](http://www.alte.org)) and CEFRL (Common European Framework of Reference for Languages) ([www.languageTesting.com](http://www.languageTesting.com))

#### **ALTE B2 – Third level (academic field)**

The third level is considered to be the average level of language proficiency. At this level the person is already able to master the basic structure of the language and apply communication strategies appropriate to different situations. He/she possesses a wide vocabulary. When listening and reading, he/she goes beyond understanding individual points of factual information, can distinguish between primary and secondary issues, the general subject of the text and specific details. When writing different types of text, he can formulate an



argument, as well as describe and narrate events. At this level the person, at some extent can freely use language in a variety of contexts. He/she has more developed flexibility and ability to be able to respond to unexpected situations and relies less on immutable units and short phrases. He/she already understands well how to follow the norms of politeness that are linguistically defined and how to speak in an official environment. The B2 level test is used to prove that a person proficient at this level is willing to do office work and take a non-academic course in the language they are learning (for example in the country where the language is spoken). At this level, the language proficient should be able to use the language in official, secretarial and managerial positions and in some areas.

**Qualitative aspects of language use according to B2 are as follows:**

Range	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
Accuracy	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes
Fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.
Interaction	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.

**Listening**

Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

Can understand the lecture on a topic familiar to him / her, as well as the basic essence of the content and linguistically difficult report provided the subject matter is familiar familiar to him / her.

Can understand the main content of TV / radio programs on current events. The learner can understand a statement uttered at a normal pace on abstract topics.

### **Reading**

The student is able to understand the main idea of complex texts created on specific and abstract topics; Can read independently, change and adapt the reading style and tempo to the type of text and the purpose of the reading, select and use the appropriate verification sources correctly. Has a wide and active vocabulary, but may have trouble decoding rarely used idioms. Can read and comprehend the basic meaning of correspondence related to their own interests or specialty; Quickly identify the content and significance of the news; Can understand the essence of long, complex instructions within his/her specialty, in some cases, it may be necessary to re-read difficult passages or use a dictionary; Can search for information, perceive the basic meaning of specific sources of their specialty; Can understand the meaning of scientific articles from other directions of science based on the dictionary and to confirm his own interpretation of terminology; Can read articles and reports that express the author's opinion on a particular contemporary problem.

### **Speech**

The student has the ability to come into contact spontaneously and freely, so that the conversation with the foreign speaker can be mutually good without much effort. The student has the ability to understand and talk in a wide range of topics, to express his / her

position on a topical issue and to explain various opportunities, priorities and shortcomings. The student may make minor mistakes in constructing the sentence, which he/she can eliminate himself/herself.

### Writing

The student can write a letter, an essay in which he/she outlines his/her personal attitude towards the events and describes his/her personal experience. Can create comprehensible, detailed information, structured text on a topic of interest to him/her, deliver information or substantiate his/her positive or negative point of view about a certain problem. The student can evaluate information and arguments from different sources and write a text through their synthesis.

#### List of B2 level relevant certifications and scores

TOEFL Paper	513 - 547
TOEFL CBT	183 - 210
TOEFL IBT	65 - 78
IELTS	5.5 – 6.5
FCE	161 -180
CERTUS	72 -88,25

Certificate of proficiency in English B2 (ALTE/CEFR) level (fixed-term/indefinite) exempts the candidate from the English language test. Recognition of the certificate and exemption from the examination is carried out by the University Quality Assurance Service.

Candidates who have completed a master's or doctoral degree in English in the last 2 years are also exempted from the English language test. The relevant procedure is provided and decided by the University Quality Assurance Service.

Procedures for enrollment in the Doctoral Law Program are defined by the minimal standard of East European University Docorate and by the Dissertation Council and Doctoral Regulations of the Faculty of Law and Social Sciences.

Admission to the doctoral program is announced for the fall and/or spring semesters.

#### 4. Teaching-Learning methods and activities

<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Colloquium <input checked="" type="checkbox"/> Learning with electronic resources <input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Practical working <input checked="" type="checkbox"/> Other	<p>The syllabus of each study course /other study activity provided by the Doctoral Program in Law provides ways (methods) to achieve the goal of the study course/ other study activity, which are based on the principles of student-focused teaching. The teaching methods provided in the syllabus of each study course/other study activity are focused not only on acquiring knowledge, but also on developing skills.</p> <p>Doctoral program in law/other academic activity includes teaching-learning methods relevant to the specifics of the topic. The teaching-learning methods presented in the syllabus of each study course / other study activity of Academic program correspond to the level of teaching and the goals and content of each educational course / other educational activity. Teaching-learning methods, depending on the specifics of the study course/other study activity, ensure the achievement of the academic outcomes provided by the syllabus of the study course/other study activity, and the combination of existing teaching methods – achievement of the academic outcomes provided by the program.</p> <p>The teaching-learning methods presented in the syllabus of each study course/other study activity correspond to the academic level and the goals and content of each study course/other study activity. Teaching-learning methods, depending on the specifics of the study course/other study activity, ensure the achievement of the academic outcomes</p>
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provided by the syllabus of the study course/other study activity, and the combination of existing teaching methods - achievement of the academic outcomes provided by the program.

When selecting teaching methods, the goal and the expected outcome of the study course/other study activity will be taken into account - what the student should know and is able to do. Teaching-learning methods such as lecture, working in a working group, colloquium, practical work, etc. are used to implement each study course/other study activity of the academic program. The teaching-learning methods provided in the syllabi of the course facilitate the mastery of specific material and develop the transfer skills of the student.

In addition, the teaching-learning method may include relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, induction, analysis, brain storming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other. The academic and guest staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

## 5. Student Knowledge Assessment System

Mastering the learning component of the PhD program in law provides the active participation of the doctoral student in the teaching process and is based on the principle of continuous assessment of acquired knowledge.

The level of achievement of the doctoral student in the implementation of the PhD program in law is assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the rule of calculation of higher education programs by credits".

In the learning component of the PhD program in law, the evaluation of the level of achievement of the student's learning outcomes includes the following types of evaluation – mid-term (single or multiple) and final assessment, the sum of which is the final assessment (100 points).

Mid-term and final evaluation (evaluation forms) includes the evaluation component/components, which determines the method/methods of evaluation of the doctoral student's knowledge and/or skills and/or competencies (oral/written exam, oral/written testing, homework, practical / theoretical work, etc.). The evaluation component combines uniform assessment methods (test, essay, demonstration, presentation, discussion, completion of practical/theoretical tasks, group work, participating in a discussion, solving a case, etc.). Evaluation method/methods is measured by the assessment criteria or unit of measurement of the evaluation method, which determines the level of achievement of learning outcome.

Each form and component of the evaluation has defined share out of the total score (100 points) in the final evaluation , which is reflected in a specific syllabus and notified to the doctoral student at the beginning of the semester. During the implementation of the PhD program in law, the share of the minimum competency threshold of the doctoral student's mid-term and final evaluation is reflected in a specific syllabus and the doctoral student is notified at the beginning of the semester.

It is not allowed to grant credit using only one form of evaluation (interim or final). A doctoral student will be granted a credit only in case of positive evaluation.

**The evaluation system of the PhD program learning component allows for five types of positive evaluation:**

- (A) Excellent –91-100 points
- (B) Very good – 81-90 points of rating;
- (C) Good –71-80 points of rating;
- (D) Satisfactory –61-70 points of rating;

(E) Sufficient – 51-60 points of rating;

**The evaluation system of the PhD program learning component allows for two types of negative evaluation**

(FX) Did not pass - 41-50 points of rating, which means that the doctoral student needs more work to pass and is allowed to take an additional exam once by working independently;

(F) Failed - 40 points and less of rating, which means that the work done by the doctoral student is not enough and he has to study the subject again.

In the learning component of the PhD Program in law, in case of FX, an additional exam will be scheduled not less than 5 calendar days after the announcement of the final exam results. The number of points obtained in the final assessment is not added to the grade received by the student on the additional exam. The evaluation received on the additional exam is the final evaluation and is reflected in the final evaluation of the learning component of the academic program.

In case of receiving 0-50 points in the final evaluation of the learning component, taking into account the evaluation received in the additional exam, the doctoral student will be awarded F-0 point.

The evaluation of the learning component of the doctoral program is carried out in accordance with the evaluation system approved by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rule of Calculation of Higher Education Programs by credits".

The dissertation is evaluated in the same or the following semester in which the doctoral student completes the work. Moreover, the dissertation is evaluated once, with a final evaluation. The defense of the dissertation is made public at the meeting of the dissertation commission. The dissertation is evaluated confidentially by the members of the dissertation defense commission by 100 point system. For the final evaluation of the dissertation, the dissertation defense commission calculates the arithmetic mean of the points (the sum of the points obtained divided by the number of members of the commission). The chairperson of the dissertation defense commission orally informs the doctoral student about the commission's conclusion (evaluation). The final

evaluation of the dissertation is not subject to appeal.

Five positive and two negative evaluations are used to evaluate the dissertation.

**The positive evaluation of the dissertation is done according to the following system:**

Perfect (summa cum laude)- Excellent work - 91% or more of the highest evaluation;

Very good (magna cum laude)- Result that exceeds the requirements in all aspects - 81-90% of the highest evaluation;

Good (cum laude) - Result that exceeds the requirements in all aspects - 71-80% of the highest evaluation;

Fair (bene) – Average work that meets the basic requirements - 61-70% of the highest evaluation;

Satisfactory (rite) – The result, which, despite the errors, still meets the requirements - 51-60% of the highest evaluation.

Upon receipt of a positive evaluation, the doctoral student will be awarded the academic degree of Doctor of Laws.

**The negative evaluation of the dissertation is done according to the following system:**

Insufficient (insufficenter) – Unsatisfactory work that does not meet the requirements due to significant flaws - 41-50% of rating;

Totally unsatisfactory (sub omni canone) - – result which does not comply with any requirements 40% or less .

In case of receiving an insufficient (insufficenter) evaluation, the doctoral student has the right to submit a revised dissertation within one year. In case of receiving a totally unsatisfactory (sub omni canone) evaluation, the doctoral student loses the right to submit the same dissertation.

## **6. Employment**

The graduate of the Doctoral Program in Law is entitled to hold an academic position in the higher education institutions of Georgia in accordance with the rules provided by the legislation of Georgia.



The Doctor of Laws is also given the opportunity to work in any position where a Doctor of Law degree is required and it is not necessary to pass a state certification exam.

## **7. Material and technical base of the program**

In order to achieve the learning outcomes provided by the Doctoral Law Program, doctoral students can use the available University infrastructure and material and technical resources without restrictions, in particular:

- Properly equipped training auditoriums, work rooms for academic and administrative staff;
- Conference hall;
- Library equipped with computer and information-communication technologies, where relevant printed and electronic literature provided by the syllabi of the program is available;
- Three computer resource centers, computer with Internet and internal network, and adequate software for the teaching / learning process;
- Various technical devices, etc.

The program has the support of the University Library, with the latest Georgian and foreign language modern book fund. The book fund includes mandatory literature, lecture courses, readers and other study materials (including electronic carriers) provided by syllabi, that are supplemented and updated annually with basic and additional textbooks and other literature provided by syllabi. The latest scientific periodicals in electronic and material form, international electronic library databases are available for PhD students: Lexis nexis, Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks.

## **8. Financial support for the doctoral program**

In order to support the full implementation of the doctoral program, to motivate the research activities of professors and students, the doctoral program is funded by the University budget.

The funds allocated from the University budget are directed to the constant updating of material and technical resources provided by the program, the replenishment of the library with the latest literature relevant to the library fund program, the promotion of research activities and small educational-scientific works by students. Arranging student scientific conferences, publishing the works of university professors, textbooks and auxiliary textbooks.

Based on the motivated petition of the PhD student's scientific coordinator and the consent of the head of the educational program, with the funds allocated from the University budget, the PhD student will be funded for one academic semester to carry out part of the scientific research / research abroad.

### **9. Human resources required for the implementation of the program**

The program is implemented by the academic staff of the University and visiting specialists with relevant qualifications, who have the necessary competence to produce the learning outcomes of the doctoral program in law, relevant professional experience of the program profile, academic degree, teaching and research experience.

For more information on human resources, see the course syllabi and the curriculum appendix.

### **10. Program structure**

The components of the doctoral law program are the study component (60 ECTS) and the research component.

The curriculum component of the PhD program in Law is presented in the form of study courses, doctoral seminars and professor assistancy.

The curriculum component of the PhD program in Law aims at sectoral and methodological specialization of the doctoral student, assists the doctoral student in writing the dissertation and prepares him/her for future pedagogical and scientific activities.

The learning component of the doctoral program consists of mandatory and optional elements. The individual curriculum, within the framework of the PhD Program in Law, is established by the doctoral student in agreement with the Scientific Supervisor and the Head of the PhD Program.

The learning component of the PhD program, the content of mandatory and optional elements and the assessment system are reflected in a specific syllabus and the doctoral student is notified at the beginning of the semester.

Dissertation (thesis) is the research component of the PhD program in Law, the fulfillment of which is confirmed by the presentation and defense of the dissertation (presentation, scientific discussion).

The dissertation is a scientific paper defended by a PhD student to get a PhD degree. The dissertation should reflect the substantiated results of the research and create new knowledge. The procedure for completing a dissertation by PhD students (volume, format, style and other technical data) is defined by the instruction "On the technical data of the research project, dissertation and dissertation herald".

Work on the dissertation is mainly conducted in the format of supervised research and independent work of the doctoral student. Independent work is carried out in the form of research activities and it mainly concentrates on scientific self-development under conditions of minimal support. Prerequisite for the defense of the dissertation (thesis) is the implementation of at least 3 scientific-research projects related to the dissertation.

International journals (or conference proceedings) that have an ISSN code, an international editorial board (or scientific committee), are distributed internationally, and are open to international collaboration. Additionally, at least one of these two publications must be published in an international journal (or conference proceedings) indexed in the Scopus, Web of Science, or ERIH PLUS databases.

The third publication of the doctoral student can be an article in a local scientific journal with an ISSN code, a collection (or conference proceedings) with an ISSN or ISBN code, or a monograph with a competent editor and reviewer(s) in the field and an ISBN code.

**Contact Information:** Professor, Doctor of Law Davit Bostoghanashvili, Tel. 577241170

## Business Administration (Management)

<b>Program Name</b>	ბიზნესის ადმინისტრირება
	Business Administration
<b>Education Level</b>	Doctorate
<b>Language of Instruction</b>	Georgian
<b>Academic Degree/Qualification:</b>	ბიზნესის ადმინისტრირების დოქტორი
	Doctor of Business Administration
<b>Program Credit Value</b>	The duration of the doctoral educational program in business administration is a minimum of 3 years, with an educational component comprising 60 credits.
<b>Program Leader/s</b>	<p>Shalva Matchavariani, Professor, Doctor of Science Contact Mob: 599 111 967; email: <a href="mailto:s.machavariani@eeu.edu.ge">s.machavariani@eeu.edu.ge</a></p> <p>Vasil Kikutadze, Professor, Doctor of Economics Contact Mob: 593 250850; email: <a href="mailto:v.kikutadze@eeu.edu.ge">v.kikutadze@eeu.edu.ge</a></p>

### Qualification Description of Business Administration Doctoral Educational Program

<b>Program Objectives:</b>
<p>The objective of the Doctoral Educational Program in Business Administration is for the student to:</p> <ul style="list-style-type: none"> <li>acquire research-based knowledge rooted in the latest advancements in business administration, which facilitates the expansion of existing knowledge, utilization of innovative methods, and application of knowledge into practice.</li> </ul>

- develop the ability to critically analyze, synthesize, and evaluate new, complex, and contradictory ideas and approaches, to enhance skills in academic structuring of scientific research, logical reasoning, argumentation, generalization of research findings, and generating new knowledge.
- develop the ability to identify and analyze management problems, and independently make correct and effective decisions for problem-solving.
- develop the ability to substantiate, present and transfer new knowledge in relation to existing knowledge for colleagues and the general public, as well as to participate in local and international thematic discussions, to participate in university education, through teaching and research;
- develop the ability to plan and execute research projects in the field of business administration, incorporating the latest developments while upholding academic integrity and showcasing innovation and independence

#### **Learning Outcomes:**

After completed the doctoral educational program a student:

- (A) Describes issues based on the latest and/or current advancements in the field of management, facilitating the expansion of existing knowledge and the utilization of innovative methods.
- (B) Critically analyzes existing knowledge and, through reconsideration and partial reevaluation, introduces new, complex, and contradictory ideas and approaches to the field of management.
- (C) Utilizes research and analytical methods, focusing on the creation of new knowledge, and independently plans, implements, and supervises innovative ideas;
- (D) Engages in discussions with colleagues and the general public regarding the state of the art and solutions to complex problems within the field, and participates in university education through teaching and research;
- (E) Adheres to the principles of academic integrity, demonstrates innovation and independence in the field of business administration (management), plans a scientific-research process focused on the creation of new knowledge, and develops a research project/paper based on the latest achievements.

#### **Program Admission Preconditions**

Prospective candidates eligible for enrollment in the doctoral educational program in business administration include individuals who possess a master's degree in economics or business administration, or an equivalent academic qualification. Additionally, applicants with a master's degree in any other discipline, coupled practical experience in business management, are also eligible for consideration.

Applicants wishing to enroll in the doctoral program in business administration are required to have a minimum English proficiency of B2 level. To demonstrate this, candidates must pass an intra-university written exam in English. Additionally, they need to submit a doctoral research statement to the sectoral admission commission in accordance with established criteria and later undergo an oral examination to the same commission. The sectoral commission evaluates the candidates based on these criteria. Candidates may be exempt from the internal English language test if they present an international certificate proving B2 level proficiency, a valid certificate issued by the National Center for Assessment and Examinations (CERTUS), or a diploma from an English-language academic program completed within the last two years. The minimum score required to pass the intra-university test and confirm B2 level proficiency is 60 points. Furthermore, diplomas obtained from educational programs abroad, including English-language bachelor's or master's degrees completed outside of Georgia within the last two years, must be recognized by the National Center for Education Quality Enhancement. Diplomas from programs lasting at least five years must be equivalent to a Master's degree, as verified by the National Center for Education Quality Enhancement.

The intra-university examination encompasses both the selection stage of the doctoral research application and an oral examination (interview). The applicant's singular rating point for admission to the program is established by aggregating the rating points attained in the components of the doctoral research application and the oral exam (interview).

A doctoral candidate intending to pursue studies in a Georgian-language program, and whose native language is not Georgian, must furnish a certificate validating proficiency at the B2 level of the Georgian language (if available), or alternatively, must successfully complete a proficiency examination in the Georgian language.

An individual may also be admitted to the doctoral educational program under the mobility rule, in accordance with the relevant legislation. Furthermore, a doctoral candidate desiring admission to an educational program on a mobility basis must fulfill the prerequisites for entry into a doctoral educational program.

A graduate from a foreign university may also be eligible to pursue studies within a doctoral educational program, subject to the regulations outlined by Georgian legislation.

Admission to doctoral studies is officially declared by the university's rector following the submission of a recommendation by the dean of the relevant faculty. This declaration may be issued for both the fall and spring semesters.

The criteria for admission to the program are further delineated by the "Minimum Standards of Doctoral Studies" established by East European University LLC and the "Dissertation Board and Doctoral Regulations" outlined by the Faculty of Business and Engineering. These regulations are publicly available on the university's website, and accessible to all interested parties (located at [www.eeu.edu.ge](http://www.eeu.edu.ge)).

### Teaching-Learning Methods and Activities

The syllabus of each study course or other educational activity offered by the Business Administration Doctoral Educational Program delineates methods aimed at achieving the respective course/activity objectives, rooted in student-centered pedagogical principles. These instructional methods, as outlined in each syllabus, are tailored not only towards knowledge acquisition but also skill development.

The educational curriculum of the doctoral program/other educational activities incorporates specific teaching and learning methodologies relevant to the subject matter. The instructional approaches delineated in the syllabi of each study course or other educational activity correspond to the educational level, objectives, and content of the respective course/activity. These methodologies, adapted to the specifics of each course/activity, ensure the attainment of the learning outcomes specified in the syllabi, and collectively, the fulfillment of the program's objectives.

In selecting teaching methodologies, consideration is given to the course/activity objectives and the anticipated outcomes—what students should comprehend and accomplish. Various teaching and learning methods, such as lectures, group work, seminars, practical exercises, among others, are employed to facilitate each study course or educational activity within the program. These methodologies, as outlined in the course syllabi, facilitate the assimilation of specific material and foster the development of students' transferable skills.

Furthermore, dynamic learning methodologies may encompass activities such as discussions/debates, cooperative learning, collaborative work, demonstrations, explanations, verbal reasoning, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), among others. These activities complement and intertwine with one another during the teaching and learning process. Both academic and visiting staff engaged in program implementation may utilize one or more of the aforementioned activities, or employ other relevant methods, depending on the specific learning objectives.

### Doctoral Students Knowledge Assessment System

During the implementation of the doctoral educational program in Business Administration, the evaluation of doctoral students' learning outcomes is conducted in alignment with the assessment framework sanctioned by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, titled "On the Procedure for Calculating Credits for Higher Education Programs".

The successful completion of the study component within the doctoral educational program entails the active involvement of doctoral students in the teaching process and adheres to the principle of ongoing evaluation of acquired knowledge.

Assessment of the doctoral student's achievement level within the study component of the program involves both midterm and final evaluations, each comprising distinct evaluation components. Each evaluation component is assigned a quantitative indicator, expressed in percentages or points,

derived from the total evaluation score (out of 100 points) in the final evaluation, as outlined in the syllabus of the specific study component. It is imperative to note that awarding credit solely based on either midterm or final evaluation is prohibited.

A minimum competency threshold is established for each component of the midterm or final assessment, with the specific proportion of the minimum competency threshold in the final assessment not exceeding 60% of the total assessment.

The midterm and final assessments encompass various assessment methods, such as oral or written exams, surveys, projects, tests, essays, demonstrations, presentations, practical or theoretical assignments, participation in discussions, case analyses, among others. The assessment method/methods are measured by the assessment criteria or the measuring unit of the assessment method, thereby determining the level of achievement of the learning outcomes.

The academic or invited staff responsible for implementing the study component of the educational program possess the authority to define the minimum competency threshold in the evaluation methods of the study component, in accordance with the respective syllabus.

The doctoral student is granted credit if they surpass the minimum competency threshold established for each component of the intermediate and final evaluation, as well as for each evaluation method, where applicable, and receive one of the positive evaluations outlined by Georgian legislation.

The assessment of the achievement of learning outcomes for a specific learning activity within the educational program's study component is concluded within the same semester in which it was conducted.

The evaluation system of the study component of the educational program permits

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.



Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the doctoral candidate requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the doctoral student's performance is inadequate, necessitating a comprehensive review of the course material.

In case of acceptance of FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. In addition, the number of points obtained in the final assessment is not added to the grade received by the doctoral student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program.

The assessment of the research component within the doctoral educational program in Business Administration (Management) is conducted in accordance with the evaluation system sanctioned by the directive of the Minister of Education and Science of Georgia dated January 5, 2007, No. 3, titled 'On the Procedure for Calculating Credits of Higher Education Programs'.

A doctoral student's dissertation must be evaluated in the same or the following semester in which the student completes work on it. Furthermore, the dissertation submitted for the awarding of the academic degree of doctor is evaluated as a whole, which includes the final evaluation received by the members of the dissertation commission on the assessment and defense of the thesis content.

The evaluation system of the scientific research component of the doctoral educational program allows for five types of positive evaluations:

- Excellent (summa cum laude) – excellent work– 91-100 points;
- Very Good (magna cum laude) – A result that exceeds the requirements in every way - 81-90 points;
- Good (cum laude) – A result that exceeds the requirements - 71-80 points;
- Average (bene) – A mid-level paper that meets the basic requirements- 61-70 points;
- Sufficient (rite) – The result, which, despite the flaws, still meets the requirements- 51-60 points

In case of receiving a positive assessment, the doctoral student is awarded the academic degree of doctor.

The evaluation system of the scientific-research component of the doctoral educational program allows two types of negative evaluation:

- Insufficient (insufficient) - work of an unsatisfactory level that cannot meet the requirements - 41-50 points;
- Totally unsatisfactory (sub omni canone) – a result that fails to meet the requirements comprehensively - 40 points or below.

In case of receiving an insufficient (“insufficient”) evaluation, the doctoral candidate is granted the opportunity to submit a revised thesis within one year. If the evaluation is deemed completely unsatisfactory (sub omni canone), the doctoral candidate forfeits the right to resubmit the same dissertation.

A violation of academic integrity by a doctoral candidate can also be the basis for negative evaluation of the dissertation.

#### **Area of Employment**

A graduate of the doctoral program in business administration is entitled to assume an academic position within the higher educational institutions of Georgia, following the procedures outlined by Georgian legislation.

Additionally, a Doctor of Business Administration also has the opportunity to pursue roles as top-level executives within corporate structures, scientific research centers, and higher educational institutions.

#### **Program Material-Technical Base**

The university infrastructure and material-technical resources, available to doctoral students without restrictions, are utilized to fulfill the learning outcomes outlined in the business administration (management) doctoral educational program, including:

- Training auditoriums, academic and administrative personnel working rooms equipped with appropriate inventory;
- Conference hall;

- A library equipped with computer equipment and information and communication technologies, housing relevant printed and electronic literature provided in the program syllabus;
- Three computer resource centers, with computer equipment connected to the Internet and internal network, as well as adequate computer programs for the learning/teaching process;
- Various technical devices, etc.

The program is supported by the university library, which hosts a modern collection of Georgian and foreign language books. This collection includes mandatory literature, lecture courses, readers, and other educational materials (including those available in electronic media) as stipulated by the syllabi. The collection is supplemented and updated annually with the essential and additional textbooks prescribed by the syllabi of the training courses, along with other types of literature. Additionally, doctoral students have access to the latest scientific periodicals in both electronic and material forms, as well as international electronic library databases such as Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, and Heinonline.

#### **Financial Support of the Doctoral Program**

To ensure the comprehensive implementation of the doctoral program and to foster the motivation of both professors and students in research endeavors, the university allocates financial support for the doctoral program from its budget.

The funds allocated from the university budget are utilized for several purposes, including the continuous renewal of the program's material and technical resources, the enhancement of the library's book fund with the latest literature relevant to the program, the facilitation of research activities, and the completion of minor educational and scientific projects by students. Additionally, these funds support the organization of student scientific conferences and the publication of university professors' works, manuals, and supplementary materials.

Upon the submission of a well-justified petition from the scientific supervisor of the doctoral student and the approval of the head of the educational program, the doctoral student may receive financial assistance for one academic semester. This funding, sourced from the university budget, is designated for conducting scientific research or participating in research activities abroad.

#### **Program Human Resources**

The academic staff of the university, along with invited specialists possessing appropriate qualifications, are actively engaged in producing the study results of the doctoral program in business administration. These individuals demonstrate the necessary competence, professional experience aligned with the program profile, academic degrees, as well as teaching and research expertise essential for program implementation. Further details regarding human resources can be found in the syllabus of the training course.

### **Program Structure**

The Business Administration doctoral educational program is a blend of study and scientific research components.

The study component, integral to the Business Administration doctoral educational program, aims to cultivate sectoral and methodological expertise in doctoral students, preparing them for future scientific and pedagogical roles. It assists doctoral students in fulfilling the scientific research aspect of the program.

In the Business Administration doctoral educational program, the training component comprises a doctoral seminar, a professor's assistantship, as well as mandatory and elective training courses.

The scientific research component is a fundamental aspect of the doctoral educational program, focusing on enhancing the research skills of doctoral candidates. This component includes involvement in at least two scientific research projects and the completion of a dissertation.

Prior to dissertation submission, doctoral students are required to publish a minimum of three academic papers reflecting the primary outcomes of their research.

Of these publications, two must appear in peer-reviewed international journals or conference proceedings with an ISSN code, featuring an international editorial board or scientific committee, and facilitating international collaboration. Additionally, at least one of these publications should be indexed in Scopus, Web of Science, or ERIH PLUS databases.

The third publication can be an article in a local scientific journal with an ISSN code, a collection or conference proceedings with an ISSN or ISBN code, or a monograph reviewed by competent editors and reviewers in the field and possessing an ISBN code.

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## EDUCATION SCIENCES

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**Name of the Educational Program:** Education Sciences

**Education Cycle:** Doctorate

**Language of Education:** The educational program is taught in English

**Academic degree / qualification to be awarded:** Doctor of Education Science

**Credit Value of the Program:** Doctoral program in Education Sciences lasts at least 3 years and its study component comprises 45 credits.

**Head of The Program:**

*Professor Paul Gibbs, Doctor*

Contact. Tel. +44 (0) 20 8411 6172; e-mail. p.gibbs@mdx.ac.uk

*Associate Professor Shalva Tabatadze, Doctor*

Contact. Tel. +995 (591) 305955; e-mail. Shalva.Tabatadze@eeu.edu.ge

**Program Qualification Description:**

**1. Purpose of the program:**

The aim of the Doctoral Education Program in Education Sciences is:

- to equip students with the knowledge based on the latest achievements in the field of Education Sciences which will enable the expansion of existing knowledge, the use of innovative methods, systematic and critical understanding;
- to advance students' ability to develop new research or analytical methods and / or approaches focused on creating new knowledge in the field of education sciences, to critically analyze, synthesize and evaluate new, complex and contradictory ideas and approaches, as well as to make correct and effective decisions to solve complex problems;
- to develop students' ability to present new knowledge in a substantiated, clear manner in relation to existing knowledge with colleagues and the general public, as well as to participate in thematic discussions at local and international levels;
- to develop the ability to participate in university education through teaching and research;
- to develop the ability to adhere to the principles of academic integrity, demonstrate innovation and independence in the field of Education Sciences, research planning and development of research projects based on the latest achievements in the field.

## 2. Learning outcomes (the graduate will have the following field related competences)

After completing the Doctoral Education Program in Education Sciences the student is able to:

(A) describe the latest advances and complex problems in modern education sciences, including: intellectual resources for scientific research, ethical issues of education and social research, conceptual issues of educational philosophy, approaches to comparative sociology of education, key aspects of social psychology of education, issues of education policy, law and ethics, key aspects of global education policy on the right to education, qualitative and quantitative approaches to comparative education, competition and cooperation in education, education systems abroad, traditional and modern teaching methods, as well as basic principles of management of preschool, school or higher education and modern challenges;

(B) develop research or analytical methods and / or approaches focused on the creation of new knowledge in the field of Education Sciences;

(C) critically analyze and evaluate new, complex and controversial ideas and approaches in the field of Education Sciences, **by using of** modern research methods;

(D) make independent decisions to address complex problems in the field of education sciences;

(E) discuss with colleagues and the general public the latest knowledge in the field of education sciences and ways to solve complex problems in this field, demonstrates and clearly communicates the relationship between existing knowledge and new knowledge, participates in thematic discussions locally and internationally;

(F) participate in university education through teaching and research;

(G) adhere to the principles of academic integrity, demonstrate innovation and independence in the field of educational sciences, plan new research-oriented research process, and develop research project / paper based on the latest achievements in the field.

### **3. Program Admission Precondition**

Admission to the PhD program of Education Sciences requires the applicant to hold a Masters or equivalent academic degree.

Detailed information about the conditions and criteria for admission to the program is announced on the University website [www.eeu.edu.ge](http://www.eeu.edu.ge)

A graduate of a foreign university may be granted the right to study in the PhD program in Education Sciences in accordance with the requirements of Article 50 of the Law of Georgia on Higher Education.

A doctoral candidate is required to have at least C1 level knowledge of English, which must be confirmed by a university exam or relevant international certificate in the English Language. Candidates with an international proficiency certificate ((Cambridge ESOL Exams: Cambridge English Scale – 180; IELTS – 6.5; CAE–GradeC; FCE – Grade A; BEC Vantage – Grade A; ILEC –Pass with C1; BULATS - 74; TOEIC – 865; AptisTest; TOEFL: 95; Pearson tests: PTE General level - 4; PTE Academic) in English at the C1 level will be exempted from English language testing, or the candidates with the relevant valid certificate (CERTUS) issued by the National Assessment and Examinations Center, certifying the C1 proficiency of English.

Candidates who have completed a master's or doctoral degree in English in the last 2 years are also exempted from the English language test.

Procedures for enrollment in the Doctoral Education Program are defined by the Eastern European University doctoral minimum standard.

The PhD program admission is announced for the fall and/or spring semesters.

#### 4. Learning and Teaching Methods and Activities

<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Teaching by electronic resources <input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Working in a group <input checked="" type="checkbox"/> Workshop <input checked="" type="checkbox"/> Other	<p>The syllabus of each study course/other study activity provided by the Doctoral Education Program of Education Sciences provide methods to achieve the goals of the study course/other study activity, based on the principles of student-oriented learning and teaching. The learning-teaching methods provided in each syllabus of the course are focused not only on acquiring knowledge, but also on developing skills.</p> <p>The study course/other study activity of the Doctoral Program of Education Sciences includes teaching and learning methods relevant to the specifics of the topic. The teaching and learning methods, reflected in the syllabus of the course/other study activity, corresponding to the level of teaching and the goals and contents of the courses/other study activity. Teaching and learning methods corresponding to the specifics of the course/other study activity, ensure the achievement of the learning outcomes provided by the course/other study activity syllabi and the combination of existing teaching methods ensure the achievement of the program learning outcomes.</p> <p>When choosing teaching methods, the purpose of the course and the expected outcome (what the student should know and be able to do) will be considered. Teaching and learning methods, such as lectures, activity in working groups, seminars, practical work, etc. are used to implement each academic courses of the program. The teaching and learning methods provided in the</p>
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syllabi of the course facilitate the mastery of specific material and develop the transfer skills of the student.

In addition, the teaching and learning methods may include the following relevant activities: discussion and debate, cooperative learning, collaborative work, presentation, explanations, verbal, deduction, induction, analysis, brainstorming, (case analysis study), problem-based learning (PBL) and others. The activities used in the learning and teaching process complement and merge into each other. The academic and invited staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.

## 5. Student knowledge Assessment System

In implementing the doctoral education program of the Education Sciences, the level of achievement of outcomes is evaluated according to the “Rule of Calculation of Credit for Higher Education Programs” in accordance with the Assessment System approved by Order N3 of January 5, 2007 of the Ministry of Education and Science of Georgia.

The mastering component of the doctoral educational program takes into account the active participation of a doctoral student in teaching and is based on the principle of continuous assessment of acquired knowledge.

Assessment of the level of achievement of a doctoral student of the program in Education Sciences includes midterm and final assessments (assessment components). Each component of the evaluation from a total score (100 points) has determined the quantitative indicator (percentage or points) in the final evaluation, reflected in the syllabus. Granting credits to the doctoral student is inadmissible using only a midterm or final assessment.

In each component of the midterm or final evaluation, the minimum competence limit is determined, at the same time the share of the minimum competence threshold of the final evaluation may not exceed 60% of the final evaluation.

Midterm and final evaluation includes evaluation methods, ie, means to evaluate learning outcomes in the educational program component (oral/written exam, oral/written seminars, project, test, essay, demonstration, presentation, practical/theoretical assignments, discussion, case analysis, etc.). The evaluation method/methods are measured by the evaluation criteria, ie the unit of measuring method of evaluation, thereby determining the level of achieving learning outcomes.

Academic or invited staff implementing the educational component of the educational program has the right to determine the minimum competence limit of assessment methods in the appropriate syllabus.

The Ph.D. student is given credit in case of overcoming the minimum competence limit of each component of midterm and final evaluations, as well as in each method of evaluation (if defined) and receiving one of the positive evaluations specified by the legislation of Georgia.

to each component of the intermediate and final evaluation, as well as in the event of overcoming the minimum competence limit specified in each method of evaluation and receiving one of the positive evaluations specified by the legislation of Georgia.

The assessment of the learning outcomes of a particular educational component of the study component of the educational program is completed in the same semester in which it was carried out.

The educational component assessment system makes five types of positive evaluation:

- (A) Excellent – 91-100 points
- (B) very good – 81-90% points
- (C) Good– 71-80% points
- (D) Satisfactory – 61-70% points;
- (E) Enough–51-60% points

**Two types of Negative assessment:**

- (FX) Fail After Supplementary Assessment –41-50 points; which means, that student needs more time to take exam and is given the right to take exam repeatedly after independent work;
- (F) Fail –40 and less points, which means, that student's work is not enough and he/sheneeds repeated study of the subject.

In case of receiving FX in the educational component, an additional exam will be scheduled at least 5 calendar days after the announcement of the final exam results.. The points obtained in the final grade is not added to the grade obtained by the student for the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational component of the educational program.

Research component of the doctoral educational program in Education Sciences is also carried out according to the “Rule of Calculation of Credit for Higher Education Programs” in accordance with the Assessment System approved by Order N3 of January 5, 2007 of the Ministry of Education and Science of Georgia.

A doctoral dissertation should be evaluated in the same or next semester in the work is completed. At the same time, the dissertation work is evaluated once as a whole, with a final assessment, which includes of the content of the work and defense by the members of the Dissertation Commission.

There are five types of positive evaluation of the scientific-research component of doctoral educational program:

- Excellent (summa cum laude) – excellent work – 91-100 points;
- Very good (magna cum laude) - a result that exceeds the requirements in all manners - 81-90 points;
- Good (cum laude) - a result that exceeds the requirements – 71-80 points;
- Average (bene) – an average-level work that meets the basic requirements of 61-70 points;
- Satisfactory (rite) - a result that, despite the flaws, still meets the requirements - 51-60 points.

In case of positive evaluation, the doctoral student is awarded the Doctor’s degree.

There are two types of negative evaluation of the scientific-research component of the doctoral educational program:

- Insufficient (insufficient) - an unsatisfactory level of work that fails to meet the requirements - 41-50 points;
- Completely Insufficient (sub omni canone) - result that does not fully meet the requirements - 40 points and less.

In the event of an insufficient (insufficient) evaluation, a doctorate is given the right to submit a processed dissertation within one year, and in the event of a completely unsatisfactory (sub omni canone) evaluation, a PhD student loses the right to submit the same dissertation.

The basis for a negative evaluation of the dissertation work may also be a violation of an academic integrity by a doctorate student.

## **6. Areas of employment**

Graduates of the PhD program in Education Sciences are entitled to hold an academic position, carry out research and teaching activities in the higher education institutions in Georgia and abroad.

A graduate of the doctoral educational program in Education Sciences can be employed:

- In the field of education and science in the governmental institutions, in its structural units, territorial bodies, as well as in the legal entities of public law operating in the field of governmental institutions;
- In higher education institutions, scientific research organizations and institutes;
- In vocational education and general education institutions;
- In organizations implementing educational programs/projects;
- Governmental and non-governmental organizations in the field of education for consulting and/or expertise activities;

The graduate will be able to manage research projects in the field of education, be an independent expert / consultant in the field of education.

## **7. Material and technical basis of the program**

To achieve the learning outcomes of the Doctoral program the university infrastructure and material-technical resources available to PhD students are used without restrictions, namely:

- appropriate inventory of study rooms, work rooms for academic and administrative staff;
- conference halls ( large and small), rooms for consultation and group work;
- library equipped with computer technology and information and communication technologies, where relevant print and electronic literature provided by program syllabuses is available;
- two computer resource centers, computerized internet and internal networking and adequate computer programs for learning / teaching;
- various technical equipment etc.

The program is supported by the University Library, which includes the latest Georgian and foreign-language modern book fund. The book fund includes compulsory syllabus literature, lecture courses, readers, and other study materials (including electronic carriers), which are supplemented and updated annually with basic and additional textbooks indicated in the syllabuses and other literature. The following latest scientific periodicals are available for PhD students in electronic and material form: International Electronic Library Database: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, Heinonline.

## **8. Human resources of the program**

The program is implemented by the academic staff of the University and relevant qualified invited specialists who have the necessary competence to produce the learning outcomes of the doctoral program in education, relevant professional experience of the program profile, academic degree, teaching and research experience.

For more information on human resources, see the course syllabi and the program appendix.

## **9. Financial support for the doctoral program**

In order to fully implement the PhD program and to support the motivation of the research activities of the professors and students, the PhD program is financed by the University budget.

The funds allocated from the university budget are directed to the permanent updating of the material and technical resources provided by the program, updating the library book fund with the latest literature, supporting the implementation of research activities and small-scale, academic-research papers by students, organizing student scientific conferences, publishing and printing university professors' papers, textbooks and supporting textbooks.

Based on the motivated solicitation of the scientific advisor of a PhD student and the consent of the head of the educational program, the PhD student will be funded during one academic semester with financial support allocated from the university budget to carry out part of the scientific research / research abroad.

## **10. Program structure**

The components of the PhD Program in Education Sciences are the study/learning component (45 ECTS) and the research component.

The study/learning component of the PhD Program in Education Sciences is presented in the form of academic courses.

The study/learning component of the Program aims at enhancing the doctoral student's knowledge in the chosen field and concerning the methodological skills, assists the doctoral student in the writing of the dissertation and prepares him/her for future pedagogical and scientific activities.

The study/learning component of the PhD program consists of compulsory and elective courses. The individual curriculum, within the scheme of the Doctoral Program in Education Sciences is established by the PhD student in agreement with the Scientific Supervisor and the Head of the Doctoral Program.

The content of the compulsory and elective courses of the doctoral program curriculum and the assessment system are reflected in a specific syllabus and are notified to the doctoral student at the beginning of the semester.

The research component of the doctoral educational program of educational sciences is the dissertation (dissertation), the fulfillment of which is confirmed by the presentation and defense of the dissertation (presentation, scientific discussion).

The dissertation is a scientific paper defended by a doctoral student to earn a doctoral degree. The dissertation should reflect the substantiated results of the research and create new knowledge. The procedure for completing a dissertation by doctoral students (volume, format, style and other technical data) is defined by the "Instruction on Technical Data of the dissertation".

Work on the dissertation is mainly conducted in the format of supervised research and independent work of the doctoral student. Independent work is carried out in the form of research activities and is mainly concentrated on scientific self-development with minimal support.

Prior to defending the dissertation, the doctoral student is required to publish at least three scientific papers reflecting the main results of the dissertation. The doctoral student must publish two of the scientific papers in international peer-reviewed scientific journals (or conference papers) with an ISSN code, which have an International Editorial Board (or Scientific Committee), are widely distributed internationally and are open to international collaborations. At the same time, both scientific papers should be published in international journals (or conference papers) indexed in Scopus, Web of Science, or ERIH PLUS databases.

#### **11. Additional information:**

The Doctoral Program in Education Sciences is supported by the University of Middlesex (London, UK), specifically under a special agreement between the East European University and the department of education of University of Middlesex.

Under this agreement, Middlesex University staff is involved in the implementation of the program; the program students are provided with access to Middlesex University research and study materials, students have the opportunity to pass any aligned module or conduct research at Middlesex University and at the same time get benefit of a special price.

## Medical Doctor

<b>The programme title:</b>	Medical Doctor
<b>The education cycle</b>	One-cycle
<b>Language of Instruction</b>	The educational programme is instructed in English
<b>Awarded academic degree / qualification</b>	<p>Medical Doctor (MD)</p> <p>The degree is awarded upon meeting the education programme requirements and obtaining at least 360 credits</p>
<b>Program volume with credits</b>	<p>The Medical Doctor educational programme consists of a one-cycle integrated higher medical education, upon successful completion, the graduate is awarded the academic degree of Medical Doctor.</p> <p>The educational programme is based on the ECTS system, it is student-centred and is based on the student's academic workload required to achieve the education programme aims.</p> <p>The one-cycle the Medical Doctor educational programme includes 360 ECTS credits, 60 credits per year, 30 credits per semester. Accordingly, the standard duration of the educational programme is 6 years-12 semesters.</p> <p>The annual student workload includes 60 (ECTS) credits, taking into account the duration, volume and structure defined by the relevant sectoral benchmark within the Medical Doctor educational programme. According to the student's individual learning plan, the annual study load can exceed 60 credits. However, the total number of credits beyond 60, as defined by the Subject Benchmark Statement of Higher Education in Medicine for the Medical Doctor education programme, should not exceed 15 credits in total.</p>
<b>The programme leader</b>	<p>Nato Alavidze</p> <p>Liza Goderdzishvili</p>

### The characteristics of the Medical Doctor educational programme qualification

#### The aims of the programme

The aims for the graduates of the Medical Doctor Educational programme are:

- Acquire in-depth and systematic knowledge of the fundamental principles of the field, as well as in the field of biomedical, behavioral, social, clinical sciences;
- Develop the ability to consult a patient, assess a clinical case, schedule examinations, make a differential diagnosis, discuss a disease management plan, provide first aid and resuscitation in emergencies, prescribe medication, and perform practical procedures;
- Develop the ability to communicate effectively in a medical context, apply ethical and legal principles in medical practice, and evaluate the psychological and social aspects of a patient's illness;
- Develop the ability to apply evidence-based principles, skills and knowledge, effectively use information and information technology in the medical context, and apply the scientific principles, methods and knowledge of biomedicine in medical practice and research;
- Develop the ability to implement health promotion measures, engage in public health issues, work effectively in the healthcare system;
- Develop skills of self-responsibility, autonomy, professionalism, ethics, scientific research and work in a global context.

#### Learning Outcomes

##### Knowledge and understanding

Completing the Medical Doctor educational programme, the student:

**A.** Describes:

- The normal structure of the human body, ranging from micro-structures to macrostructures, the function of the organism, its systems and organs, molecular biology and embryonic development of the organism, the metabolism of the organism, the function and features of the immune system;
- The features of the physiology of the human body systems and organs, principles and peculiarities of human behavior, motivation and emotions, foundations and theories of emotion;
- The pathological structure of the disease, the mechanisms of its development, infection, determines the body's reaction to it, the characteristics of the body's immunity and mechanisms of action;
- Principles of clinical science in various specialties and sub-specialties of medicine, internal diseases, surgical diseases, etc;
- Methodology of conducting scientific research; Principles of ethics for conducting scientific research; Its methods and means, the role of evidence in medical practice.
- Principles of prescribing drugs, use of antibiotics and their resistance, side effects of drugs, their interactions, mechanisms of action of drugs, pharmacokinetics and pharmacodynamics.



	<ul style="list-style-type: none"> <li>Principles of public health, disease prevention mechanisms, lifestyle, proper nutrition, health promotion tools, disease screening and surveillance mechanisms, disability, gender issues in health, culture and ethics impact on health, resource allocation and health management, etc.</li> </ul> <p><b>B.</b> Defines the importance of ethical and legal principles in medical practice, the rights of the patient, the principles of relations with colleagues, as well as the role of the physician in the health care system.</p>
<b>Skills</b>	<p>Completing the Medical Doctor educational programme, the student:</p> <p><b>C.</b> Consults the patient: collects medical history, conducts physical examination of the patient, demonstrates clinical thinking and decision-making skills, gives explanations and advice to the patient, supports the patient and protects his / her rights, assesses the patient's psycho-emotional status;</p> <p><b>D.</b> Evaluates the clinical case, appoints examinations, makes a differential diagnosis, discusses the disease management plan: identifies and evaluates the complexity of the clinical manifestation of the disease, appoints appropriate examinations and interprets the results, conducts differential diagnosis, caring for a terminally ill patient and his/her family, manages the chronic disease;</p> <p><b>E.</b> Provides first aid and resuscitation services to the patient in case of emergency medical conditions: Recognizes and evaluates (DRSABCDE) emergency medical condition, provides basic first aid to the patient according to his / her age characteristics (newborn, child, elderly), considers, in accordance with the guidelines, conducts basic life-sustaining and cardiopulmonary resuscitation measures, conducts extended life-sustaining measures in accordance with the guidelines, provides emergency care to the patient in case of trauma;</p> <p><b>F.</b> Prescribes medication: Understands and correctly prescribed medication according to age aspects, links relevant medications to the clinical context, reviews the appropriateness of medication and other treatments, and evaluates potential benefits and potential risks to the patient; Treats pain and distress, provides medication compatibility when prescribing treatment;</p> <p><b>G.</b> Performs practical procedures: determines vital signs: pulse, respiration, temperature, measures blood pressure, determines saturation, performs peripheral venous venipuncture, as well as subcutaneous and intramuscular injection, injects intravenously and uses an infusion device, transports and treats patients accordingly, performs blood transfusion and oxygen supply to the patient, treats wounds and inserts sutures, inserts and opens sutures, performs bladder catheterization and</p>

urinalysis, receives electrocardiograms and performs electrocardiographic system interpretation, performs functional inhalation tests of the respiratory system, uses inhalation medications;

- H. Communicates effectively in a medical context: communicates effectively orally and in writing, including through a support person, patient, relatives, colleagues, law enforcement, the media, and any person, regardless of social, cultural, religious or other background. Ethnicity, selects a communication model when reporting unpleasant news to the recipient, as well as with informed consent from the patient or his / her legal representative, resolves conflicts between colleagues and / or other third parties through negotiation;
- I. Applies ethical and legal principles in medical practice: protects the confidentiality of information available to the patient, adheres to the norms of professional ethics and the interests of the patient in the conduct of medical practice, receives information from the patient, his relative or legal representative, including written consent before the provision of medical services, completes and issues death certificates - forms of medical certificates of death, requests autopsies (autopsy to determine the cause of death or for scientific purposes), uses Georgian and international law in the treatment of patients, conducts medical procedures. In society;
- J. Assess the psychological and social aspects of the patient's illness: assesses the psychological and social factors of disease manifestation and impact on the patient, determines the stress associated with the illness, identifies the patient's alcohol and drug addiction;
- K. Uses evidence-based principles, skills and knowledge: Uses internationally recognized scientific evidence in practice, defines the research process and, in accordance with the standards of academic ethics, develops a scientific research project; Draws conclusions and uses them in practical activities;
- L. Effectively uses information and information technology in a medical context: Properly maintains and maintains complete clinical records, uses state-of-the-art information technology in practice, finds industry-specific information resources, stores necessary information, including personal records (portfolio);
- M. Applies the scientific principles, methods and knowledge of biomedicine in medical practice and research: reveals knowledge of the methodology of scientific research, develops research design and detailed research plan, analyses the results obtained and develops relevant conclusions; uses achievements in biomedical sciences in practical activities, critically analyzes the existing scientific literature in the field of biomedicine and writes an abstract / review / research project.

	<p><b>N.</b> Participates in health promotion activities, engages in public health issues, demonstrates the ability to work effectively in the health care system: conducts treatment that minimizes the risk of harm to the patient; Conducts measures to prevent the spread of infection, realizes one's own health problems and evaluates one's own health in relation to professional duties, participates in health promotion activities both at the individual and population level.</p>
<b>Responsibility and Authonomy</b>	<p>Completing the Medical Doctor educational programme, the student:</p> <p><b>O.</b> Adheres to the principles of ethics and professional conduct, expresses readiness to provide quality medical care and striving for constant professional development, evaluates his / her abilities, makes decisions, can solve problems, plans and manages work, finds solutions to unpredictable situations and can adapt to new situations, adapts to new situations norms, takes responsibility for one's own and others' activities and professional development, assists others in learning and practice, seeks help from others when needed, adheres to the basic principles of teamwork, and participates in a multidisciplinary team;</p> <p><b>P.</b> Independently searches for the latest information from a variety of sources, analyzes first-hand data, develops scientific research projects in accordance with academic ethics standards, conducts independent learning, adheres to the principle of lifelong learning, respects democratic and professional values, works in a multicultural and international context.</p>

<b>Prerequisites for admission:</b>
<p>A person who has completed general secondary education or holds an equivalent certificate, and has passed the corresponding unified national exams in accordance with established procedures, and has passed the English language exam as a mandatory subject for admission to the educational program, achieving a minimum competency threshold of 85%+1 in English, is eligible for admission to the Medical Doctor's programme.</p> <p>Without passing the unified national exams, a person specified by the Law of Georgia 'On Higher Education' who can confirm proficiency in the English language at the ALTE B2 level, according to the language competence determination rules in force at East European University, is eligible to study in the Medical Doctor educational programme.</p> <p>Enrollment in the Medical Doctor educational programme through the mobility rule is possible twice a year, within the timeframes determined by the Ministry of Education, Science, Culture, and Sport of Georgia, and in compliance with the mandatory procedures and rules established by the University.</p> <p>The transfer of Georgian citizens or foreign citizens from a recognized higher education institution in a foreign country to the Medical Doctor educational program is carried out according to the rules and within the timeframes established by the Ministry of Education, Science, Culture, and Sport of Georgia.</p>

Teaching & Learning methods and activities	
<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Learning with e-resources <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Practical work <input checked="" type="checkbox"/> other	<p>The syllabus of each course determined by the Medical Doctor education program outlines the methods to achieve the course's objectives, which are based on the principles of student-centered teaching. The teaching-learning methods detailed in each syllabus focus not only on acquiring knowledge but also on developing skills.</p> <p>The teaching courses of the Medical Doctor education program include teaching-learning methods relevant to the specifics of each subject. The teaching-learning methods reflected in the syllabus of each course correspond to the level of teaching and the goals and content of the course. The teaching-learning methods, outlined in the courses, ensure the achievement of the learning outcomes specified in the course syllabus, while the combination of all existing teaching methods ensures the overall achievement of the program's learning outcomes.</p> <p>When determining the teaching methods, the purpose of the course and the expected outcomes are considered, focusing on what the student should know and be able to do. Teaching-learning methods such as lectures, group work, seminars, practical work, etc., are used to implement the educational components of the program. The teaching-learning methods outlined in the course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.</p> <p>In addition, the teaching and learning method may include relevant activities: discussion/debate, group (collaborative) work, demonstration, explanation, verbal or oral, deduction, induction, analysis, synthesis, brain storming, case-based learning (CBL), Bedside-teaching, Case-based clinical reasoning (CBCR), Case study, problem-based learning (PBL) and more. The activities used in the teaching-learning process complement and build upon one another. The programme implementing academic and invited staff may use one or more of the above activities or any other activity depending on the specific learning task.</p>
Learning Outcomes	Learning & Teaching methods and activities
Knowledge and Understanding	<input type="checkbox"/> Lecture; <input type="checkbox"/> Seminar; <input type="checkbox"/> Case-based learning (CBL); <input type="checkbox"/> Problem-based learning (PBL); <input type="checkbox"/> Group work; <input type="checkbox"/> Tutorial; <input type="checkbox"/> Clinical rotations in universities / educational institutions; <input type="checkbox"/> bedside-teaching;

	<ul style="list-style-type: none"> <li>□ Role play</li> <li>□ Communication with patients;</li> <li>□ Work on a book;</li> <li>□ Written work;</li> <li>□ Verbal explanation;</li> <li>□ Demonstration;</li> <li>□ Independent learning;</li> <li>□ Induction, deduction, analysis, synthesis.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>□ Lecture;</li> <li>□ Seminar;</li> <li>□ Tutorial;</li> <li>□ Practical work;</li> <li>□ bedside-teaching;</li> <li>□ analysis, synthesis;</li> <li>□ Brain storming;</li> <li>□ Group work (collaborative), including a resuscitation mannequin;</li> <li>□ Discussion/debat;</li> <li>□ Heuristic method;</li> <li>□ Teaching in a clinical and simulation environment;</li> <li>□ Case-based learning (CBL);</li> <li>□ Clinical thinking/Case based clinical reasoning (CBCR);</li> <li>□ Clinical rotations;</li> <li>□ Teaching of clinical skills in a simulation center or in a suitably equipped learning environment;</li> <li>□ Communication with patients (outpatients and inpatients);</li> <li>□ Practical methods, including practical work under supervision;</li> <li>□ Problem-based learning (PBL);</li> <li>□ Project development and presentation (oral, Power Point, etc.).</li> <li>□ Role and situational play, including physician and patient roles;</li> <li>□ Practice with outpatients and inpatients within medical organisations;</li> <li>□ Produce medical documentation, including the use of information technology);</li> <li>□ Participation in scientific research;</li> <li>□ Learning scientific skills;</li> <li>□ Educational video film;</li> <li>□ Scenario-based simulation learning;</li> </ul>

	<ul style="list-style-type: none"> <li>□ Learning using simulators;</li> <li>□ Learning through standardized patients;</li> <li>□ Case study.</li> </ul>
<b>Responsibility and Autonomy</b>	<ul style="list-style-type: none"> <li>□ Seminar;</li> <li>□ Tutorial;</li> <li>□ Educational video;</li> <li>□ Independent learning (preparation of essay, abstract, project, report);</li> <li>□ Problem-based learning (PBL);</li> <li>□ discussion-debate, where the student will be able to demonstrate the skills of understanding and argumentation of ethical norms;</li> <li>□ Case-based learning (CBL);</li> <li>□ Clinical thinking/Case based clinical reasoning (CBCR);</li> <li>□ Practice with outpatients and inpatients within medical organisations;</li> <li>□ Clinical rotations.</li> </ul>

### Knowledge Assessment System

Mastering each of the learning courses provided by the Medical Doctor education programme presupposes the active participation of students in the learning process and is based on the principle of continuous evaluation of the acquired knowledge.

The level of student achievement in the implementation of the Medical Doctor education programme is assessed in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of January 5, 2007 "On the Rule of Calculation of Credits for Higher Education Programs".

The assessment of student's knowledge in the educational component of the Medical Doctor education programme includes the forms of assessment – Mid-term (single or multiple) and final assessment, the sum of which is the final assessment (100 points).

Mid-term and final assessment (assessment forms) includes the assessment component/components, which determines the tools/methods of assessment of student knowledge and/or skills and/or competencies (oral/written exam, oral/written evaluation, homework, practical/ theoretical work, research thesis/ project, etc.).

The final assessment uses a new and effective method of assessment - the **Objectively Structured Clinical Examination (OSCE)**, recognised by the World Federation of Medical Education and the World Health Organization - as one of the key standards in medical education. Using this method, students complete tasks that may include practical procedures, interview methods, or data interpretation. **Objectively Structured Practical Examination (OSPE)** is used to assess student knowledge in pre-clinical courses, which is an objective tool for assessing theoretical, practical and problem-solving skills. During the exam, students should identify and describe anatomical, histological specimens, radiological images.

The assessment component combines uniform assessment methods (single-answer or multiple-choice test, essay, portfolio, demonstration, presentation, practical/theoretical assignment, clinical case analysis, practical procedure, direct observation, discussion, etc.). A quiz is also used to assess the student's knowledge, which is a method of quick assessment and through which the student's knowledge, abilities, skills are determined/measured. The quiz consists of tests, theoretical open questions, alternative choices (right/wrong), short answer type questions, exercises, situational analysis and problem analysis.

Assessment method/methods are measured by assessment criteria or units of evaluation method, which determines the level of achievement of learning outcomes.

Each evaluation form and component has a specific value of the total evaluation score (100 points), which is reflected in a specific syllabus and is notified to the student at the beginning of the semester.

It is not allowed to grant credit using only one form (mid-term or final assessment) of assessment. Credit is given to the student only in case of receiving a positive assessment.

During the implementation of the Medical Doctor education program, the value of the minimum competency threshold of the student's mid-term and final assessment is reflected in a specific syllabus and is notified to the student at the beginning of the semester.

**The assessment system allows:**

**Five types of positive assessment:**

(A) Excelent	91-100 points;
(B) Very good	81-90 points;
(C) Good	71-80 points;
(D) Satisfactory	61-70 points;
(E) Accebttable	51–60 points.

**Two types of negative assessment:**

(FX) Fail	41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work
(F) Fail	40 points and less, which means that the work done by the student is not enough and he/she has to study the subject again

**Employment:**

According to the “Law of Georgia on Medical Practice”, a graduate of a Medical Doctor educational programme has the right to work as a junior doctor and to perform as a doctor under the supervision and responsibility of an independent medical practitioner.

A graduate of a Medical Doctor education programme has the right to engage in pedagogical and/or scientific activities or to be employed in another field of healthcare, which does not involve independent medical practice.

According to Georgian law, a graduate of a Medical Doctor educational programme is not eligible to pursue independent medical practice.

#### **Further studies:**

A graduate of a Medical Doctor degree programme has the right to pursue a postgraduate professional training course (or an equivalent professional programme abroad, recognised by the legislation of that country) and after passing the state certification exam, receive the right to independent medical practice.

A graduate of a one-cycle Medical Doctor education programme has the right to continue his/her studies in a doctoral educational programme of Georgian or foreign higher education institutions, which is focused on the preparation of a further level researcher.

#### **Material and technical base of the programme**

The university infrastructure, material and technical resources are available to students without restrictions and used to achieve the learning outcomes provided by the Medical Doctor educational programme, in particular:

- Classrooms, working rooms for academic and administrative staff are equipped with appropriate inventory;
- Conference hall;
- Library equipped with computers and information-communication technologies, where the relevant printed and electronic literature provided by the syllabi of the programme is available;
- Three computer resource centers, equipped computers connected to the Internet and adequate computer programmes for the learning/teaching process;
- Various technical devices, etc.

The Clinical and Practical Skills Development Centre is also used to achieve the learning outcomes provided by the Medical Doctor educational programme, which includes:

- Simulation Laboratory;
- Anatomy Room;
- Chemistry and Biochemistry Laboratory;
- Microbiology Laboratory;
- Histology and Cell Biology Laboratory;



- Objectively Structured Clinical Examination (OSCE) stations.

The programme is supported by the University Library, which also includes a modern book fund in English-language. The book fund includes compulsory literature, syllabi, readers, and other study materials (including those available on electronic data sources; which is filled and updated every year with the main and additional textbooks provided by the syllabus of the training courses, as well as with other types of literature.

The latest scientific periodicals are available to students in electronic and physical form, international electronic library databases: Cambridge Journals Online, The New England Journal of Medicine, Edward Elgar Publishing's journals and development studies eBooks, Sage Journals, e-Duke Journals Scholarly Collection, Royal Society Journals Collection, The European Respiratory Journal, Vitae, ELSEVIER.

In order to develop practical skills, the University has signed memorandums of cooperation with affiliated clinics. Clinical training courses are provided on the basis of the following medical organisation:

- Open Heart University Hospital,
- Acad. O. Ghudushauri National Medical Center Ltd.,
- Ivane Beretashvili Experimental Biomedicine Center LEPL,
- Tbilisi Central Hospital Ltd,
- Pineo Medical Ecosystem Ltd.
- Medclub Georgia Ltd,
- Academician Nikoloz Kipshidze Central University Clinic Ltd.,
- Academician Vakhtang Bochorishvili Clinic Ltd,
- Mardaleishvili Medical Center Ltd,
- K. Eristavi National Center for Experimental and Clinical Surgery JSC,
- Georgia Israel Joint Clinic – Gidmedi Ltd,
- Akhali Mzera Ltd,
- Chachava Clinic JSC,
- Curatio Clinic,
- Infectious Disease, AIDS and Clinical Immunology Research Center,
- Your Clinic LTD,
- Academician V.Tsiltanadze Rheumatology Science-Practical center,
- Rustavi Mental Health Center,
- Emergency Neurology Clinic – Neurology,
- Neurorehabilitation Center Nabimedi,
- M.Iashvili Childrens Central Hospital,
- Service Lab Ltd.

### **Human resources for the implementation of the programme**

The implementation of the Medical Doctor education programme is provided with appropriate human resources. The teaching courses provided by the educational programme are led by the academic staff of the University, as well as by invited specialists with relevant experience and competencies.

For more information on human resources, see the curriculum appendix and course syllabi.

### **General description of the Medical Doctor educational programme**

The Medical Doctor education programme is built in accordance with the legislation of Georgia and the European system of credit accumulation. The structure of the education programme and the teaching courses correspond to the qualifications awarded by the programme and ensure the achievement of the learning outcomes.

The programme provides for vertical and horizontal integration and corresponds to Harden scale levels VII-VIII. The programme uses modern methods of teaching and assessment. The lectures are interactive, problem-based learning (PBL) is used in seminars and practical lessons, Case-Based learning (CBL), Case based clinical reasoning (CBCR), Clinical and Professional Skills Assessment is done through an Objective Structured Clinical Examination (OSCE). Knowledge is assessed by closed-ended and open-ended questions, case analysis, and other relevant assessment methods determined by the relevant syllabus.

During the first two years, students take integrated biomedical courses: Life Sciences - Cell Biology (integrated with Biochemistry), Molecular Biology and Genetics, Body Systems (integrated Modules: Anatomy-Histology-Imaging) , Body Function (integrated modules: Physiology-Biochemistry), Immunology.

In the third academic year, the curriculum includes pre-clinical integrated courses: pathology (integrated with pharmacology), microbiology (integrated with pharmacology and immunology), diagnostic methods (integrated courses: physical diagnostics, radiology and laboratory medicine).

The clinical courses of the fourth and fifth academic years are carried out in the format of clinical rotations in medical institutions (clinic, hospital, etc.). Internal Medicine and Surgery courses are integrated according to the body systems and relevant topics: Internal Medicine I (cardiovascular and pulmonary systems) and Surgery II (chest surgery); Internal Medicine II (Gastroenterology, Endocrine Systems, Metabolism) and Surgery III (abdominal organs); Internal Medicine III (urogenital system) and Surgery V (urology), etc. Students are involved in the process of solving clinical problems and develop the skills of information analysis and synthesis, as well as their application in practice.

In the sixth academic year, in inpatient and outpatient institutions, students learn practical skills of clinical activity (theoretical and practical courses): family medicine, rehabilitation and sports medicine, geriatrics, palliative medicine, emergency medicine, clinical pharmacology and others.

Clinical and professional skills courses are taught for 10 semesters. The topics covered in these teaching courses are in line with the topics of the biomedical and clinical courses defined by the semesters. Teaching with the same activity can be carried out at different levels (introducing, deepening, mastering).

From the first academic year, the learning outcomes of each semester of clinical and professional skills courses are assessed in an integrated manner with the OSCE, with mannequins, mules and standardized patients used at OSCE stations.

The programme teaching courses in the field of healthcare include the following issues and areas: culture, gender, lifestyle, health promotion, disease prevention, medical sociology, public health, health quality management, global health and sustainability, etc.

The programme provides the development of research skills, teaches research principles and methods (Research Skills I), research tools (Research Skills II- Epidemiology and Biostatistics); Evidence based Medicine (Research Skills III), and provides knowledge application (Research Skills IV), which implies the development of a project by a student in the XII semester.

Objective Structured Practical Examination (OSPE) is used in the basic biomedical courses. Clinical and professional skills courses are conducted in a simulation laboratory and are completed by the OSCE.

**Contact Information:** Nato Alavidze, [n.alavidze@eeu.edu.ge](mailto:n.alavidze@eeu.edu.ge)