



Doctoral Educational Program in Law

Doctoral Educational Program

Law



Doctoral Educational Program in Law

Title of the Educational Program: Law

Academic Level: Doctoral Studies

Faculty: Faculty of Law and Social Sciences

Qualification Awarded: Doctor of Law

Language of Instruction: Georgian

Head of the Educational Program:

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Program Volume in Credits

The Doctoral Educational Program in Law has a minimum duration of three years. The learning component of the program comprises 30 ECTS credits, while the major part of the program is devoted to the research component, including the preparation and public defense of the doctoral dissertation.

Admission Requirements for the Doctoral Program

Admission to the Doctoral Educational Program in Law is open to applicants holding a Master's Degree of Law or an equivalent academic qualification. Applicants obtain the right to enroll in the program upon successful evaluation of their research skills by the relevant Field-Specific Admissions Committee of the Faculty.

Applicants seeking admission to the Doctoral Educational Program in Law shall meet the following requirements:

- Demonstrate English language proficiency at a minimum level of B2, evidenced by an internationally or nationally recognized certificate (e.g., TOEFL, IELTS, FCE, Certus, or equivalent), or a diploma confirming completion of an English-medium academic program (Bachelor's, Master's, or other higher education program) within the last two years, or the results of an institutional language proficiency examination;
- Submit a research proposal relevant to the intended field of doctoral study;



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- Present prior academic work or publications in the field of law and/or demonstrate participation in research projects and academic activities;
- Possess at least three years of professional, academic, research, or related experience in the field of law.

The educational program is accompanied by the Admission Regulations which define the admission requirements and procedures in detail, as well as the system for assessing the research skills of applicants to the doctoral program (doctoral candidates), including the relevant assessment criteria and rubrics.

A person may also be admitted to the Doctoral Educational Program in Law through the procedure of academic mobility, in accordance with the applicable legislation. Applicants seeking enrollment through mobility shall satisfy the admission requirements established for the program.

Pursuant to the legislation of Georgia, graduates of foreign higher education institutions may also be granted the right to pursue doctoral studies.

Admission to the doctoral program shall be announced by the Rector of the University on the recommendation of the Dean of the Faculty and may be opened for either the Fall or Spring semester.

The prerequisites for admission to the program are also regulated by:

- The Minimum Standard for the Implementation of Doctoral Programs and the Award of the Academic Degree of Doctor at East European University LLC;
- The Regulations of the Dissertation Council and Doctoral Educational Programs of the Faculty of Law and Social Sciences.

The above-mentioned documents are publicly available on the University's official website.: www.eeu.edu.ge.

Relevance of the Doctoral Educational Program in Law

The Doctoral Educational Program in Law responds to contemporary trends in legal education and research and is oriented on the preparation of researchers possessing advanced academic, research, and analytical competencies in the field of law. The dynamic transformation of the modern legal environment, the increasing interaction between international and national legal systems, and the emergence of new areas of legal regulation have generated a growing demand for highly qualified specialists capable of conducting independent research into complex legal issues, engaging in critical analysis, and developing innovative legal approaches.



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The Program ensures that doctoral candidates undertake independent, original, and high-quality research in accordance with rigorous academic standards. It contributes to the advancement of legal scholarship, the strengthening of the academic community, and integration into the international scientific and research environment.

Program Objectives

The aim of the Doctoral Educational Program in Law is to enable doctoral candidates to:

- acquire deep, systematic, and critical knowledge based on the latest developments in legal scholarship, enabling them to contribute to the advancement and expansion of knowledge in the field of law, to develop innovative understandings of legal problems, and to generate new knowledge, including in multidisciplinary and interdisciplinary contexts;
- develop the ability to design and conduct independent and original legal research oriented toward the creation of new knowledge; to select, justify, and advance appropriate methodological approaches; and to critically analyze, synthesize, and evaluate complex and controversial legal issues;
- develop the capacity for research-based understanding of complex legal problems, the formulation of academically grounded legal positions, and the effective communication of new knowledge to academic and professional communities, including at the international level;
- foster high standards of independence, innovation, academic integrity, and professional ethics, as well as the ability to engage actively and responsibly in academic and professional environments and, where appropriate, to coordinate research activities.

Learning Outcomes

I. Knowledge and Understanding

After completing the Doctoral Educational Program in Law, the graduate:

- demonstrates deep, systematic, and critical knowledge based on the latest developments in legal scholarship, including contemporary methodological approaches to legal research, legal theories, and doctrinal perspectives, and is able to comprehend and apply such knowledge within multidisciplinary and interdisciplinary contexts.

II. Skills



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After completing the Doctoral Educational Program in Law, the graduate:

1. plans and conducts independent and original legal research aimed at the creation of new knowledge, in compliance with the principles of academic integrity.
2. selects, justifies, and advances appropriate methodological approaches to legal research in accordance with the objectives, tasks, and complexity of the research and in line with international academic standards.
3. critically analyzes, synthesizes, and evaluates novel, complex, and controversial ideas, theories, doctrinal approaches, legislation, and judicial practice in the field of law.
4. formulates academically grounded legal and scholarly positions, develops research-based approaches, and critically assesses possible solutions to complex legal problems.
5. presents and disseminates new knowledge clearly and persuasively within academic and professional communities, including at the international level, in accordance with academic standards.
6. participates in academic and professional discourse and defends their research positions through well-reasoned and evidence-based argumentation.

III. Responsibility and Autonomy

After completing the Doctoral Educational Program in Law, the graduate:

1. plans, leads, and implements research projects and development-oriented activities in academic or professional environments independently, in accordance with the principles of academic and professional integrity, responsibility, and innovation, and, where necessary, coordinates research processes.

Teaching and Learning Methods and Activities

The teaching and learning methods employed within the Doctoral Educational Program in Law are based on the principles of student-centered learning and research-based education and are aimed at developing doctoral candidates' independent research, critical thinking, analytical, and academic communication skills.

The teaching and learning process within the Program is organized in a manner that ensures doctoral candidates' ability to generate new knowledge in the field of law, plan and conduct research, critically examine legal problems, and effectively communicate research findings in academic and professional settings.

The syllabi of courses and other learning activities take into account the objectives, content, and learning outcomes of the respective program components and specify the teaching and learning methods and activities necessary to achieve those outcomes, in accordance with the specific characteristics and requirements of doctoral-level education.

The teaching and learning process includes:



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- doctoral seminars that facilitate the formulation, development, and critical discussion of research topics;
- individual and collaborative research activities;
- academic discussions, debates, and presentations of research findings;
- independent research and work on the doctoral dissertation; and
- engagement in academic writing and the preparation and publication of scholarly works.

Within the framework of the Program, a variety of teaching and learning activities are employed, including discussions and debates, case studies, Problem-Based Learning (PBL), analysis and synthesis, inductive and deductive reasoning, brainstorming, and cooperative and collaborative learning.

Teaching and learning methods and activities are selected in consideration of the specific characteristics, objectives, and intended learning outcomes of the respective course or activity and ensure the achievement of the Program learning outcomes. The academic and invited staff implementing the Program employ diverse teaching and learning methods aligned with the educational objectives, thereby ensuring the flexibility and effectiveness of the teaching process.

Assessment System of Doctoral Candidates' Learning Outcomes

Within the framework of the the Doctoral Educational Program in Law, the assessment of doctoral candidates' achievement of the learning outcomes shall be conducted in accordance with the grading system approved by Order No. 3 of the Minister of Education and Science of Georgia of 5 January 2007, "the Rule of Calculation of Higher Education Programmes with Credits".

Assessment of the Learning Component

Within the learning component of the Doctoral Educational Program in Law, assessment is based on the principles of doctoral candidates' active participation and continuous evaluation of acquired knowledge.

The assessment of doctoral candidates' achievement of the intended learning outcomes comprises midterm and final assessments (assessment components). Each assessment component is assigned a specific weight within the overall score of 100 points, as specified in the syllabus of the respective course or program component. The award of credit based solely on midterm assessment or solely on final assessment is not permitted.



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A minimum competency threshold is established for each component of midterm and/or final assessment. Assessment is conducted through a variety of methods, including oral and written examinations, presentations, projects, essays, practical or theoretical assignments, case studies, participation in discussions, and other relevant forms of assessment. Each assessment method is based on predetermined criteria designed to ensure the objective evaluation of the achievement of learning outcomes.

A doctoral candidate shall be awarded credit only upon successfully meeting the minimum competency threshold established for each component of midterm and final assessment and, where applicable, for each assessment method, and upon obtaining one of the positive grades prescribed by the legislation of Georgia.

The assessment system for a course component of the educational program allows five types of positive grades:

- (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.

The assessment system for a course component of the educational program allows two types of negative grades:

- (FX) Did not pass – 41–50 points, which means that the student needs more work to pass and can be overcome by independent work with the right to take an additional exam once;
- (F) Failed– 40 points and below, which means that the work carried out by the student is not sufficient, and they must retake the course/subject from the beginning.

In case of receiving FX in an academic component of the educational program, an additional exam is scheduled no earlier than 5 days after the announcement of the final exam results. The assessment received by the doctoral student on the additional exam does not include the number of points received in the final assessment. The assessment received on the additional exam is the final assessment and is reflected in the final assessment of the academic component of the educational program

Assessment of the Research Component

The assessment of the research component of the Doctoral Educational Program in Law is conducted in accordance with the applicable legislation and the internal regulatory acts of the University.

A doctoral dissertation shall be assessed in the same or the subsequent semester in which the doctoral candidate completes work on the dissertation. For the purpose of awarding the



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academic degree of Doctor, the dissertation submitted for defense shall be evaluated as a whole through a final assessment. The final assessment includes both the evaluation of the substantive content of the dissertation by the members of the Dissertation Committee and the evaluation received at the dissertation defense.

The final assessment of the dissertation reflects its scientific merit, originality, and the significance of the research findings.

The assessment system for the research component of the Doctoral Program permits five types of positive assessment:

- Excellent (summa cum laude) - an outstanding dissertation demonstrating exceptional scholarly quality – 91–100 points;
- Very Good (magna cum laude) - a result that substantially exceeds the established requirements in all respects – 81–90 points;
- Good (cum laude) - a result that exceeds the established requirements – 71–80 points;
- Fair (bene) - a dissertation of average quality that meets the fundamental requirements – 61–70 points;
- Satisfactory (rite) – a result that, despite certain shortcomings, nevertheless satisfies the established requirements – 51–60 points.

Upon receiving a positive evaluation, the doctoral candidate shall be awarded the academic degree of Doctor.

The assessment system for the research component of the doctoral educational program provides for two types of negative assessment:

- Unsatisfactory (insufficient) – a dissertation of unsatisfactory quality that fails to meet the established requirements – 41–50 points;
- Totally Unsatisfactory (sub omni canone) – a result that entirely fails to satisfy the established requirements – 40 points or below.

In the case of an Unsatisfactory (insufficient) assessment, the doctoral candidate shall be granted the right to resubmit a revised dissertation within one year. In the case of a Totally Unsatisfactory (sub omni canone) evaluation, the doctoral candidate shall lose the right to resubmit the same dissertation.

A negative assessment of the dissertation may also result from a violation of the principles of academic integrity by the doctoral candidate.

Employment



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Graduates of the Doctoral Educational Program in Law, in accordance with the knowledge, skills, and competencies acquired during the course of study, may pursue employment in academic, research, public, private, and international sectors.

Graduates may hold academic and research positions at higher educational and scientific institutions in Georgia, subject to compliance with the requirements established by the legislation of Georgia.

A Doctor of Law may be employed in:

- higher educational institutions and research organizations;
- the public sector, including state authorities and local self-government bodies, in analytical, legislative, policy-planning, research, and expert positions;
- the judiciary, prosecution service, and law enforcement system, subject to meeting the relevant qualification requirements;
- the private sector, including law firms, the corporate sector, consulting companies, research institutions, and analytical organizations;
- international and non-governmental organizations in the fields of legal research, human rights, public policy, and regulation; and
- as an independent researcher, expert, or consultant.

The academic degree of Doctor of Law enables graduates to engage in advanced scientific and research activities, participate in national and international research projects, and contribute to the development of legal scholarship and legal practice.

Information on the Material Resources Required for the Implementation of the Educational Program

The implementation of the Doctoral Educational Program in Law is supported by the University's relevant material, technical, and information resources, which are consistent with the program's objectives and learning outcomes and provide the necessary environment for research-oriented teaching and scholarly activity.

Doctoral candidates have access to the University's infrastructure and resources, including:

- Lecture halls equipped with appropriate furnishings and modern technical facilities;
- Working and consultation spaces for academic and administrative staff;
- Conference rooms of various capacities for scientific events, presentations, discussions, and academic activities;
- A mock court room that supports the development of legal analysis and practical skills;
- Computer laboratories and resource centers equipped with internet and intranet-connected technical infrastructure and relevant software;



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- The University's electronic learning platform (EEU-EL), which ensures the management of the teaching process, access to learning materials, academic communication, and administration of the assessment process.

The Program is supported by the University library resources, which are equipped with modern information and communication technologies and provide access to both printed and electronic academic resources. The library collection includes the core and supplementary literature specified in the program syllabi, including textbooks, monographs, scholarly articles, academic readers, and other teaching and methodological materials. The library collection is systematically updated in accordance with the needs of the Program.

Doctoral candidates and academic staff have access to international scientific and legal databases and electronic resources, including:

- LexisNexis;
- HeinOnline;
- Cambridge Core;
- Edward Elgar Publishing;
- Other relevant international academic and legal databases and electronic resources.

The library supports doctoral candidates' research activities, including consultations and training sessions on the use of electronic resources. Access to library resources is available both on campus and remotely, subject to appropriate authorization.

The University's material, technical, and library resources ensure the effective implementation of the Doctoral Educational Program in Law and the creation of a high-quality academic and research environment for doctoral candidates.

Financial Support for the Doctoral Program

The financial support of the Doctoral Educational Program in Law is provided within the framework of the University budget and ensures the sustainable and effective implementation of the Program, as well as the creation and development of conditions necessary for achieving the program's objectives and learning outcomes.

Financial resources allocated from the University budget are directed to:

- remuneration of academic and invited staff involved in the implementation of the Program;
- maintenance and development of the material, technical, and information resources necessary for the implementation of the Program;



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- updating the university library's print collection and electronic academic resources, as well as ensuring their accessibility;
- support for doctoral candidates' and academic staff's research activities, including the promotion of scientific publications, research projects, and academic activities;
- organization and support of scientific conferences, seminars, and other academic events.

In order to support doctoral candidates' research activities, the University, within the framework of available financial resources and relevant internal regulations, encourages doctoral candidates' participation in local and international scientific events, research activities, and academic collaboration.

The financial sustainability of the Program is ensured through the effective management and development of the University's resources, which supports the high-quality and continuous implementation of the Doctoral Educational Program in Law.

Human Resources Required for the Implementation of the Educational Program

The implementation of the Doctoral Educational Program in Law involves academic staff holding the academic degree of Doctor of Law.

Where necessary, the Program may also involve staff from foreign higher education institutions, research institutes (centers), as well as individuals holding emeritus status.

The Head of the Doctoral Program possesses the knowledge, experience, and relevant competencies required for the development and advancement of the Program in the field of law. The Program Head is directly involved in the implementation of the Program and is an affiliated member of the University's academic staff.

Detailed information on human resources is provided in the appendices of the educational program and in the syllabi of individual courses.

Quality Assurance Mechanisms of the Educational Program

The quality assurance of the Doctoral Educational Program in Law is implemented within the University's internal quality assurance system and is based on the principle of continuous improvement.

Program quality assurance encompasses both internal and external evaluation mechanisms and aims to ensure the Program's compliance with its defined objectives, learning outcomes, applicable standards, and contemporary academic requirements.



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The main quality assurance mechanisms of the Program include:

- periodic review of the program objectives and learning outcomes;
- regular updating of course content and syllabi;
- monitoring of doctoral candidates' academic performance, doctoral seminars, and research progress;
- systematic collection and analysis of feedback from doctoral candidates and academic staff;
- evaluation of research outputs (publications, scientific activities, etc.);
- program evaluation through internal and external quality assurance mechanisms, including accreditation processes.

The outcomes of the quality assurance process are used for the development of the Program and its continuous improvement.

Program Structure

The Doctoral Educational Program in Law is a combination of learning and research components that ensures the doctoral candidate's disciplinary, methodological, and research development, the creation of new knowledge in the field of law, and the conduct of independent scholarly activity.

I. Learning Component (30 ECTS)

The learning component constitutes an integral part of the doctoral educational program, the purpose of which is to develop the doctoral candidate's disciplinary, methodological, and academic competencies, as well as to prepare them for independent scientific research.

The learning component supports the effective implementation of the research component and includes:

- compulsory courses, including the doctoral seminar, which is aimed at deepening the doctoral candidate's research topic, critically analyzing current scientific problems in the field of law, and strengthening the skills necessary for independent academic and research activity. The doctoral seminar does not constitute a direct part of the doctoral dissertation; however, in terms of content, it may be related to the doctoral candidate's dissertation topic;



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- elective courses and activities, including assistantship to a professor.

II. Research Component

The research component constitutes the main part of the Doctoral Educational Program in Law and is aimed at developing the doctoral candidate's independent research skills and creating new knowledge in the field of law.

The research component includes:

- independent scientific research activities carried out by the doctoral candidate;
- research projects related to the doctoral candidate's research topic, serving the purpose of periodic formative assessment of research progress;
- preparation and defense of the doctoral dissertation.

For the purposes of formative assessment of research progress, prior to submission of the dissertation, the doctoral candidate is required to present to the Faculty Dissertation Council at least two research projects reflecting the results of independent research, novel approaches to the subject matter, and original scientific conclusions.

Before submitting the doctoral dissertation for the award of the academic degree, the doctoral candidate is required to publish at least two scientific articles in the relevant field of research.

Of these two scientific articles, the doctoral candidate must publish one in a foreign, internationally indexed, peer-reviewed journal with an ISSN code, an international editorial board (or scientific committee), international circulation, openness to international collaboration, and indexing in databases such as Scopus, Web of Science, or ERIH PLUS.

The second scientific article must be published in a peer-reviewed scientific journal with an ISSN code. This journal may be either international or a local scientific publication.

The main part of the Doctoral Educational Program in Law is devoted to independent scientific research activity, resulting in the preparation and public defense of a doctoral dissertation.



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The doctoral dissertation is an original scientific research work aimed at generating new knowledge in the field of law, in compliance with the principles of academic integrity and international scientific standards.

The stages of dissertation preparation, supervision procedures, mechanisms of formative assessment, procedures for public defense, as well as evaluation criteria, are regulated by the relevant internal normative acts of the University.

Annex № 1

Learning Component Structure

№	Course / Module Title	Course Code	ECTS Credit/hour	Student's Study Load		Admission Prerequisites	Semester
				Contact Hours	Independent Hours		
Learning Component (30 ECTS)							
I. Compulsory Courses/Components of the Educational Program (20 ECTS)							
1	Legal Research Methods	LAWD001	5/125	30	95	N/A	1
2	Research Ethics and Academic Integrity	LAWD002	5/125	30	95	N/A	1
3	Doctoral Seminar	LAWD003	10/250	30	220	LAWD001	2
II. Elective Courses/Components of the Educational Program ¹ (10 ECTS)							
1	Academic Writing and Publication	LAWD004	5/125	30	95	N/A	1-2
2	Research Presentation and Academic Communication	LAWD005	5/125	30	95	N/A	1-2
3	Assistantship to a Professor	LAWD006	5/125	47	78	N/A	1-2

¹ Elective components are aimed at developing the doctoral candidate's transferable and academic skills.



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Annex № 2

Curriculum Mapping Matrix

Course	Knowledge and Understanding	Skills						Responsibility and Autonomy
	LO 1.	LO 2.	LO 3.	LO 4.	LO 5.	LO 6.	LO 7.	LO 8.
Legal Research Methods	● I	● I	● I	● I	● I			● I
Research Ethics and Academic Integrity	● I	● I	● I			● I	● I	● I
Doctoral Seminar	● D	● D	● D	● D	● D	● D	● D	● D
Doctoral Dissertation	● M	● M	● M	● M	● M	● M	● M	● M

- I (Introduction)
- D (Deepening)
- M (Mastery/Reinforcement)

Note:

- The curriculum mapping matrix illustrates through which courses, activities, and research components the program learning outcomes are developed.
- Each course/component ensures the achievement of the relevant learning outcomes through the assessment methods and learning activities defined in the syllabus.
- The program learning outcomes are developed progressively (I – Introduction; D – Deepening; M – Mastery/Reinforcement). Each learning outcome is ensured to be developed at the appropriate level, and at least one component provides its mastery (M level).
- The program learning outcomes are assessed in those components in which, according to the curriculum map, mastery (M level) is ensured. In this program, the mastery and final assessment of learning outcomes are carried out within the doctoral dissertation.

Annex № 3

Program Objectives and Learning Outcomes Mapping



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Course	Knowledge and Understanding	Skills						Responsibility and Autonomy
	LO 1.	LO 2.	LO 3.	LO 4.	LO 5.	LO 6	LO 7.	LO 8.
Program Objective 1	●							
Program Objective 2		●	●	●				
Program Objective 3					●	●	●	
Program Objective 4								●

- – Knowledge and Understanding
- - Skills
- – Responsibility and Autonomy