



Educational Program Descriptions (Catalog)

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EEU

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Bachelor's Degree Programs

Nursing(English)

Name of Educational Program	Nursing
Language of Instruction	English
Degree to be Awarded	Bachelor of Nursing (B.N)
Program Volume in Credits	240 ECTS
სწავლების ხანგრძლივობა	4 years
სწავლების გადასახადი	3500 USD
Program Directors:	Zurabishvili, MD, Assistant Professor, Tel.: 595241313, Email: e.zurabishvili@eeu.edu.ge , Nona Goshadze, Master in Health Promotion, Invited Specialist, Tel.: 591007010, Email: nona.goshadze@eeu.edu.ge
Program Admission Prerequisites	The right to study in the Bachelor's Educational Program of Nursing is granted to individuals who possess a complete general education certificate issued in Georgia or an equivalent document, based on the results of the Unified National Examinations, having passed English as a mandatory subject for enrollment in the academic program and having exceeded the minimum competency threshold established by

	the university (85%+1). Additionally, for continuing studies in the Bachelor's Educational Program in Nursing, applicants must take a third mandatory elective subject examination in mathematics, physics, or chemistry. Without the Unified National Examinations, the prerequisite for applicant admission to the Nursing Educational Program, according to the procedures and deadlines established by legislation
Program Aim	The aim of the Bachelor's Educational Program of Nursing is to enable students to: • Provide broad theoretical knowledge about nursing principles, concepts, and theories, as well as basic biomedical, clinical, behavioral, and social sciences related to nursing; • Develop skills in nursing process management, including provision of first aid during emergency medical situations; • Develop skills in searching, collecting, processing, and analyzing relevant scientific literature, information, and data for the nursing field from various academic sources using information technologies, as well as developing research projects (papers) under predetermined guidelines while adhering to principles of academic integrity and research ethics; • Develop skills in oral and written communication with specialists and non-specialists regarding their research results, conclusions, arguments, complex and unforeseen problems related to the nursing field, and ways to solve them, using information and communication technologies; • Develop skills in acting according to teamwork principles during professional activities, conducting activities oriented towards continuous professional development of themselves and team members, as well as objectively evaluating the results of their own and team members' activities; • Develop skills in continuously updating knowledge while adhering to the principle of "lifelong learning"; • Develop skills in acting based on confidentiality principles during professional activities and adhering to legal, ethical, and professional behavioral norms.
Program Description	The Bachelor's Educational Program Dually accredited at national (NCEQE) and international levels (ACQUIN) The Bachelor's Educational Program of Nursing comprises 240 ECTS credits, with a full academic year load of 60 ECTS credits, and a full semester load of 30 credits. Accordingly, the standard duration of the bachelor's program is 4 years, equivalent to 8 academic semesters. In the Bachelor's Educational Program of Nursing, one credit encompasses a student's academic workload of 25 hours, which combines both contact and independent study hours. It is permissible for a student's academic workload during one academic year to exceed 60 credits or be less than 60 credits. However, it is inadmissible for a student's academic workload during one academic year to exceed 75 (ECTS) credits. The mandatory academic courses within the free component focus on developing skills in using information technologies in healthcare, as well as academic learning skills. As a result, students are required to earn 8 credits through these mandatory courses of the free component.

	Students can choose their preferred foreign language over three semesters as part of the elective academic courses in the free component, and must accumulate a total of 12 credits. Students must earn a total of 200 ECTS from mandatory academic courses in their main field of study, which includes the research skills component through the completion of a research project worth 8 ECTS. The elective academic courses in the main field of study (20 ECTS) enable students to deepen their knowledge in nursing according to their personal interests and preferences
Mandatory courses of the Main Field of Study	190 ECTS
Elective Academic Courses of the Main Field of Study	20 ECTS
Research Skills Component of the Main Field of Study	10 ECTS
Mandatory Academic Courses of the Free Component	8 ECTS
Elective Academic Courses of the Free Component	12 ECTS
Learning Outcomes	Knowledge and Understanding Upon completion of the Bachelor's Educational Program of Nursing, the student: 1. Describes nursing principles, concepts, and theories, theoretical foundations of basic biomedical sciences, clinical sciences, behavioral and social sciences, research methodology, principles of statistics and biostatistics, as well as basic concepts and principles of telecommunications. Skills Upon completion of the Bachelor's Educational Program of Nursing, the student: 2. Assesses the condition of patients from different age groups using bio-psycho-social approaches within their competence, analyzes nursing assessment results using nursing diagnostic principles, formulates nursing diagnoses, and manages the nursing process; 3. Develops individualized and situation-adapted nursing care plans, provides consultations, explanations, and advice to patients and/or their accompanying persons from different age groups according to the care plan, obtains informed consent within their competence, and maintains appropriate medical records; 4. Determines patient vital signs, performs peripheral venipuncture, peripheral vein catheterization, intravenous administration of therapeutic agents, oxygen therapy, subcutaneous and intramuscular injections, urinary bladder catheterization, nasogastric intubation, tracheal suctioning, tracheostomy care, drainage and stoma care, medication dose calculation and administration, basic patient care, uses infusion devices, takes

- electrocardiograms, collects nasal swabs, and conducts respiratory system functional tests;
5. Uses personal protective equipment, follows aseptic-antiseptic procedures, recognizes their own health problems, and evaluates them concerning professional duties;
 6. Recognizes emergency and critical medical situations, assesses the situation, provides basic first aid considering age-specific characteristics, including primary emergency care during trauma and anaphylactic shock, and performs basic life support (BLS) resuscitation measures;
 7. Establishes effective communication with patients and/or their accompanying persons, colleagues, persons with disabilities, special needs, different social, cultural, religious, ethnic, and other affiliations, and multidisciplinary teams;
 8. Uses scientific achievements in practical activities, as well as evidence-based practice and systematic approaches of clinical thinking for assessing nursing problems, and evaluates the quality of nursing/medical services using predetermined indicators;
 9. Searches, collects, processes, and analyzes relevant scientific literature, information, and data for the nursing field from various academic sources using information technologies, develops research projects (papers) while adhering to principles of academic integrity and research ethics, according to predetermined guidelines;
 10. Discusses with specialists and non-specialists the results of their own research, conclusions, arguments, complex and unforeseen problems related to the nursing field and ways to solve them, in oral and written form, using information and communication technologies.

Responsibility and Autonomy:

Upon completion of the Bachelor's Educational Program of Nursing, the student:

11. Acts according to teamwork principles within nursing practice, conducts activities oriented towards continuous professional development of themselves and team members, and objectively evaluates the results of their own and team members' activities;
12. Takes responsibility for their own professional development, demonstrates the ability to continuously update knowledge while adhering to the principle of "lifelong learning";
13. Acts based on confidentiality principles within nursing practice, adheres to legal, ethical, and professional behavioral norms, as well as respects client/patient dignity and the rights of medical personnel.

Teaching-Learning Methods and Activities	The syllabus of each academic course offered by the Bachelor's Educational Program of Nursing considers the ways (methods) to achieve the course objectives, which are based on student-centered learning principles. The teaching-learning methods outlined in each academic course syllabus are oriented not only towards knowledge acquisition but also towards skill development. The academic courses of the Bachelor's Educational Program of Nursing include teaching-learning methods with specificity appropriate to the subject matter. The teaching-learning methods reflected in the syllabus of each academic course of the educational program correspond to the bachelor's level and the objectives and content of each academic course. The teaching-learning methods, based on the specificity of the academic course, ensure the achievement of learning outcomes provided by the of each academic course. The teaching-learning methods, based on the specificity of the academic course, ensure the achievement of learning outcomes provided by the course syllabus, while the combination of existing teaching methods ensures the achievement of learning outcomes provided by the program. When selecting teaching methods, the course objective and expected outcome are considered - what the student should know and be able to do. For implementing the academic component of the educational program, such teaching-learning methods as lecture, working in working groups, seminar, e-learning, practical work and others are used. The teaching-learning methods provided by the course syllabi promote the mastery of specific material and develop students' transferable skills. Moreover, the teaching-learning method includes corresponding activities: discussion/debates, collaborative work, demonstration, explanation-clarification, verbal communication, deduction, induction, analysis, synthesis, brainstorming, case-based learning (CBL), bedside teaching, clinical reasoning (CBCR), case study analysis, problem-based learning (PBL), and others. The activities used in the teaching-learning process complement each other and transition into one another. The academic and invited staff implementing the program may use one or several of the above-listed activities or any other activity based on the specific learning task.
Student Knowledge Assessment System	The mastery of academic components provided by the Bachelor's Educational Program of Nursing involves active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge. During the implementation of the Bachelor's Educational Program of Nursing, the assessment of the level of achievement of student learning outcomes is carried out under the assessment system approved by Order No. 3 of January 5, 2007, of the Minister of Education and Science of Georgia "On the Rule of Credit Calculation for Higher Educational Programs." The assessment of the level of achievement of student learning outcomes in the academic component of the Bachelor's Educational Program of Nursing includes intermediate (single or multiple) and final assessments, the sum of which constitutes the final assessment (100 points). A minimum competency threshold is determined for each assessment component. The share of the minimum competency threshold for the final assessment should not exceed 60% of the final assessment. During the implementation of the Bachelor's Educational Program of Nursing, the minimum competency threshold for student intermediate and final assessment is reflected in the specific course syllabus and communicated to students at the beginning of each academic semester. The assessment 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) Failed – 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 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.
Opportunities for Continuing Education	The graduate of the Bachelor's Program of Nursing has the right to continue studies within the framework of appropriate master's educational programs and, after completing the course of the mentioned program, to engage in scientific-research work and/or carry out appropriate pedagogical activities according to procedures established by the legislation of Georgia. The graduate may also pursue a master's program in any field, provided the admission requirements do not limit eligibility based on a bachelor's degree in a specific Information about Material Resources Necessary for Educational Program Implementation
Employment Fields	The graduate of the educational program receives the right to practice independently in nursing after obtaining a state registration certificate, in accordance with the procedures established by the Law of Georgia “On Health Care.”

LAW

Name of Educational Program	Law
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of Law
Program Volume in Credits	240 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Maka Kartoza, Professor, Doctor of Law, Contact Information: Phone: 577478780, Email: maka.kartoza@eeu.edu.ge
Program Admission Prerequisites	The right to enroll in the Bachelor's Degree Program in Law is granted to individuals holding a document certifying complete general education issued in Georgia or an equivalent document, based on the results of the Unified National Examinations, with English language as a mandatory subject for admission to the academic program. Additionally, for admission to the Bachelor's Degree Program in Law, the third mandatory-elective subject for applicants is an examination in one of the following: Mathematics, History, Geography, or Civic Education. Without passing the Unified National Examinations, admission to the Bachelor's Degree Program in Law is carried out in accordance with the procedures established by Georgian legislation. Enrollment in the Bachelor's Degree Program in Law through mobility is possible twice a year, within the deadlines set by the Ministry of Education, Science, and Youth of Georgia, in compliance with mandatory procedures and the rules established by the university. Admission or transfer to the Bachelor's Degree Program in Law from an authorized higher education institution of a foreign

	country is carried out based on a decision by the Ministry of Education, Science, and Youth of Georgia.
Program Aim	The objectives of the program take into account the demands of the local labor market, international market trends, and reflect the knowledge, skills, and competencies that the program prepares its graduates to possess. The objectives of the Bachelor's Degree Program in Law are to enable the student to: • Acquire broad theoretical knowledge about the essence and system of law, fundamental principles, key characteristics of the national legal system, core institutes of Roman law, sources of Georgian law, ethical principles of a lawyer's activities, fundamental theories, principles, and regulatory specifics of public, private, criminal, and international law, the causes of legal disputes, methods for resolving them through legal means, as well as the specifics of case proceedings in constitutional and general court systems. • Develop practical on legal matters using legal terminology and argumentation. • Cultivate the skills in identifying and analyzing legal issues, retrieving, processing, and evaluating legal information using modern technologies, preparing legal documents, analyzing legal cases (casuses) and making reasoned decisions, developing research or practice-oriented projects (papers), and effectively communicating ability to act in accordance with ethical and professional standards, adhere to principles of individual and teamwork, take responsibility for their actions, pursue continuous professional development, and uphold the principle of "lifelong learning" by constantly updating their knowledge.
Program Description	The Bachelor's Educational Program Dually accredited at national (NCEQE) and international levels (ACQUIN); The Bachelor's Degree Program in Law is structured based on the European Credit Transfer and Accumulation System (ECTS), is student-centered, and relies on transparent approaches to the teaching-learning process and the evaluation of learning outcomes. The Bachelor's Degree Program in Law comprises 240 ECTS credits. The full academic load for one academic year is 60 ECTS credits, and the full academic load for one semester is 30 credits. Accordingly, the standard duration of the Bachelor's program is 8 academic semesters, or 4 years. One credit in the Bachelor's Degree Program in Law corresponds to a student's academic workload of 25 hours, which includes both contact hours and independent study hours. A student's academic workload in one academic year may exceed or be less than 60 credits. However, it is not permissible

	for a student's academic workload in one academic year to exceed 75 ECTS credits.
Mandatory courses of the Core Field of Study	160 ECTS
Elective courses of the Core Field of Study	30 ECTS allow students, taking into account their individual academic interests and career goals, to expand their knowledge in the fundamentals of law, as well as in public, private, criminal, and/or international law, and/or to strengthen practical and research competencies.
Mandatory courses of the free component	35 ECTS
Elective courses of the free component	15 ECTS
Learning Outcomes	Knowledge and Understanding 1.1 Broad theoretical knowledge of the fundamental theories and principles of the legal system. Skills 2.1. The ability to identify and analyze legal issues 2.2. The ability to search, analyze, and research legal information 2.3. The ability to make legal decisions 2.4. The ability to engage in legal argumentation and communication Responsibility and Autonomy: 3.1. The ability to act within the bounds of personal responsibility and professional ethics, and to work collaboratively in a team 3.2. The ability to update knowledge and engage in continuous professional development
Teaching-Learning Methods and Activities	The undergraduate law educational program is based on student-centered teaching principles and incorporates active, diverse, and outcome-oriented teaching-learning methods and activities. The teaching-learning methods and activities aim to achieve the results defined by the program and ensure the active involvement of students in the educational process. The syllabus of each course within the program defines the corresponding teaching-learning methods and activities, which ensure not only the acquisition of theoretical knowledge but also the development of practical skills and professional responsibility. When selecting teaching methods and activities, the content, goals, and learning outcomes of the course, as well as the specifics of the undergraduate level, are taken into consideration. To implement the educational program, the following teaching-learning methods are used: lecture, group work, seminar, e-learning, practical activities, and others. The teaching-learning methods include the following relevant activities: Working with a book; Written work; Verbal explanation; Demonstration; Case analysis (Case study); Independent learning; Problem-Based Learning (PBL); Brainstorming; Analysis; Action-Based Learning (IBD); Role-Playing and Situational Games; Heuristic Method;

	Team (Collaborative) Work; Project Development and Presentation (Oral, PowerPoint, etc.); Practical Methods
Student Knowledge Assessment System	The mastery of the educational component provided by the undergraduate law program assumes the active participation of students in the teaching process and is based on the principle of continuous assessment of acquired knowledge. The purpose of assessment is to determine the extent to which the outcomes achieved by the student correspond to the learning objectives and expectations of the program. Student assessment is conducted in accordance with the assessment system approved by the Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007, "On the Calculation of Credits for Higher Education Programs." The evaluation of a student's achievement of learning outcomes in a law undergraduate educational program's course includes midterm (single or multiple) and final assessments, the sum of which constitutes the final grade (100 points). Midterm and final assessments (assessment components) include assessment methods, i.e., the tools used to evaluate the achievement of learning outcomes (oral/written exam/questionnaire, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, group work, participation in discussion, etc.). The measurement unit of an assessment method is the assessment criterion, which determines the level of achievement of the learning outcomes. Each assessment component is assigned a quantitative value (expressed in percentages or points) from the total score (100 points) in the final grade, which is reflected in the syllabus of the specific course and communicated to the student at the beginning of the academic semester. A minimum competence threshold is defined for each assessment component. The weighted share of the minimum competence threshold in the final assessment should not exceed 60% of the final grade. During the implementation of the undergraduate law program, the minimum competence thresholds for midterm and final assessments are reflected in the syllabus of the respective course and communicated to the student at the beginning of the academic semester. The assessment system allows for five types of positive and two types of negative grades: 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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	Graduates of the undergraduate law program have the right to continue their studies in master's programs in relevant law fields, both in Georgia and at foreign higher education institutions. These master's programs provide the development of professional and scientific competencies, supporting the graduate's further professional growth. Graduates also have the opportunity to continue studies in master's programs in other fields if the admission requirements of the program do not require a specific bachelor's degree in that specialty
Employment Fields	Graduates of the undergraduate law program have the opportunity to be employed in positions that require an academic degree in law without the necessity of passing the state certification exam and/or fulfilling other additional requirements defined by law. Graduates can engage in legal activities in the following areas: • Legislative and executive government bodies • Judicial bodies • Regulatory agencies • Public institutions, including legal entities under public law • Private legal entities • Non-profit (non-commercial) legal entities, including international and human rights organizations • Law enforcement, investigative agencies, and the prosecutor's office • Audit and consulting firms in the field of legal services • Local self-government bodies as legal advisors or in other relevant positions • Information and media organizations as legal experts or analysts Graduates also have the opportunity to practice advocacy, notarial, and arbitration activities in accordance with Georgian legislation and relevant regulations.

Public Administration

Name of Educational Program	Public Administration
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of Public Administration
Program Volume in Credits	180 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Nika Asvanua, Associate Professor, Doctor of Public Administration, Contact Information: 598 57 95 50, Email: n.asvanua@eeu.edu.ge Zurab Aznaurashvili, Associate Professor, Doctor of Public Administration, Contact Information: 599 98 11 55, Email: z.aznaurashvili@eeu.edu.ge
Program Admission Prerequisites	To be eligible for the Bachelor's degree program in Public Administration, an individual must hold a document certifying the completion of general education issued in Georgia or an equivalent document. Admission is based on the results of the Unified National Examinations, where English language is a mandatory subject for enrollment in the academic program. Additionally, to continue studies in the Bachelor's degree program in Public Administration, the applicant must take a mandatory elective exam in either Mathematics, History, Geography, or Civic Education. Admission to the Bachelor's degree program in Public Administration without passing the Unified National Examinations is carried out according to the procedures established by Georgian legislation. Enrollment in the Bachelor's degree program in Public Administration through the mobility procedure is possible twice a year, within the timeframes set by the Ministry of Education and Science of Georgia, following the mandatory procedures and regulations established by the university. Admission to the Bachelor's degree program in Public Administration or transfer from an authorized higher education institution in a foreign country is carried out based on the decision of the Ministry of Education, Science, and Youth Affairs

	of Georgia.
Program Aim	The objective of the Bachelor's degree program in Public Administration is to enable the student to: • Acquire extensive theoretical knowledge about organizing public administration, planning/coordinating public policy, managing human resources in the public sector, managing public services, managing public finances, as well as accountability and integrity. • Develop the ability to identify complex and unforeseen problems related to public administration, recognize factors negatively affecting the reliability of public administration, and use quantitative and qualitative research methods, including public policy analysis tools, to address these issues. • Develop the skills to search for, collect, process, and interpret abstract data and/or situations characteristic of the field of public administration, draft management decisions, reports, and other documents, create strategies for human resource management in the public administration sector, and develop research or practical projects on current public administration issues, in accordance with predetermined guidelines, academic integrity, and ethical principles. • Develop the ability to analyze processes related to public administration, form reasoned conclusions, and communicate one's ideas, conclusions, and arguments to both specialists and non-specialists using information and communication technologies in both oral and written forms. • Develop the ability to conduct activities focused on professional development, take responsibility for one's actions and carry them out with adherence to ethical principles, plan and promote continuous professional development for oneself and others, and continually update knowledge in line with the principle of "lifelong learning."

Program Description	The Bachelor's program is based on the European Credit Transfer and Accumulation System (ECTS). In the Bachelor's degree program in Public Administration, one credit encompasses 25 hours of student workload, which includes both contact and independent hours. The Bachelor's degree program in Public Administration includes a total of 180 ECTS credits. The full workload for one academic year is 60 (ECTS) credits, and the full workload for one semester is 30 credits. Accordingly, the standard duration of the Bachelor's program is 6 semesters, or 3 years. It is permissible for a student's workload in one academic year to exceed 60 credits or be less than 60 credits. However, a student's workload in one academic year must not exceed 75 (ECTS) credits
Mandatory courses of the Core Field of Study	135 ECTS
Elective courses of the Core Field of Study	15ECTS.
Mandatory courses of the free component	24 ECTS
Elective courses of the free component	6 ECTS
Learning Outcomes	Knowledge and Understanding 1. Describe the fundamental theories, principles, developmental stages, and trends related to the field of public administration; the institutional, legal, political, and economic foundations of public administration; the key principles of public administration; the organizational structure and operational forms of administrative bodies; innovative and effective tools for the management process; mechanisms necessary for implementing results-oriented decisions; the essence, system, principles, structure, and main characteristics of local self-government; policy-making and coordination mechanisms in the public sector; the institutions of the European Union; standards of human resource management in the public sector; principles of career and professional development; the legal status of public service employees; standards for the provision and delivery of public services; tools for innovation management and digital governance; the basics of public finance management; budget management standards; mechanisms for managing accountability, integrity, and responsibility, as well as the standards of "good governance" and tools for their implementation. 2. Explain the specifics of public administration processes, the necessity of adhering to general rules of ethics and conduct in public institutions, and the importance of promoting citizen participation in the formation of a democratic society. Skills 3. Identify complex and unforeseen problems related to the field of public administration, recognize factors negatively affecting the reliability of public administration, and develop solutions using quantitative and qualitative research

	methods, including public policy analysis tools. 4. Search for, collect, process, and interpret abstract data and/or situations characteristic of the field of public administration, draft projects for management decisions, reports, and other documents, develop human resource management strategies in the public administration sector, and create research or practical projects (papers) following the principles of academic integrity and ethics, in accordance with predefined guidelines. 5. Analyze processes related to public administration, review relevant literature and scientific developments, and formulate reasoned conclusions regarding the modernization of specific areas of public administration, the establishment of transparent, accountable, and effective state governance systems, and/or the Europeanization of public administration, using standard and some advanced methods. 6. Discuss the outcomes of deep reforms implemented in public administration and public service, the existing problems in public administration, and their solutions with both specialists and non-specialists, using oral and written communication, as well as information and communication technologies. Responsibility and Autonomy: 7. Conduct activities focused on continuous professional development for oneself and others, take responsibility for one's actions, and demonstrate the ability to continuously update knowledge, adhering to the principle of "lifelong learning." 8. Address problems in the field of public administration based on the principles of Good Governance and teamwork, adhere to ethical and professional behavior standards, and, while participating in relevant administrative processes, respect democratic values, constitutional order, and human rights.
Teaching-Learning Methods and Activities	The syllabus of each study course provided by the undergraduate educational program of public administration 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 study course are focused not only on acquiring knowledge, but also on developing skills. The educational courses of the undergraduate educational program of public administration include the specific teaching-learning methods of the subject. The teaching-learning methods outlined 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 study course, ensure the achievement of the learning results provided by the syllabus of the study course, and the combination of existing teaching methods - the achievement of the learning results provided by the program. When selecting teaching methods, the purpose of the study course and the expected result - what the student should know and be able to do should be taken into account. 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. The teaching-learning method includes relevant activities: lecture, group work, seminar, e-learning, practical activities, and others. The teaching-learning methods include the following relevant activities: Working with a book; Written work; Verbal explanation; Demonstration; Case analysis (Case study); Independent learning; Problem-Based Learning (PBL); Brainstorming; Analysis; Action-Based Learning (IBD); Role-Playing and Situational Games; Heuristic Method; Team (Collaborative) Work; Project Development and Presentation (Oral, PowerPoint, etc.); Practical Methods
Student Knowledge Assessment System	Mastery of the educational components in the Bachelor's degree program in Public Administration involves active student participation in the learning process and is based on the principle of continuous assessment of the acquired knowledge. In the implementation of the Bachelor's degree program in Public Administration, the assessment of the level of achievement of the student's learning outcomes is conducted in accordance with the assessment system approved by the Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia, "On the Rule of Calculation of Credits for Higher Education Programs." The assessment of the level of achievement of the student's learning outcomes in the educational components of the Bachelor's degree program in Public Administration includes midterm (single or multiple) and final assessments, whose total represents the final assessment (100 points). Midterm and final assessments (assessment components) include assessment methods, which are tools/means used to evaluate the achievement of learning outcomes (oral/written exams/questionnaires, projects, tests, essays, demonstrations, presentations, discussions, practical/theoretical task performance, group work, participation in discussions, etc.). The unit of measurement for the assessment method is the assessment criterion, which determines the level of achievement of the learning outcomes. Each component of the assessment is assigned a quantitative indicator (expressed in percentages or points) out of the total score (100 points) in the final assessment, which is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. A minimum competency threshold is defined for each component of the assessment. The minimum competency threshold for the final assessment should not exceed 60% of the final assessment. The minimum competency threshold for midterm and final assessments in the implementation of the Bachelor's degree program in Public Administration is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. The assessment system allows for five types of positive and two types of negative grades:

	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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	A graduate of the Bachelor's degree program in Public Administration is eligible to continue their studies in Master's programs in Public Administration at higher education institutions in Georgia or other countries, which are focused on preparing advanced-level specialists and researchers. Graduates can also pursue a Master's degree in any other field, provided that the admission requirements for that program do not restrict entry based on having a Bachelor's degree in a different specialty.
Employment Fields	A graduate of the Bachelor's degree program in Public Administration can be employed in the public sector, where a Bachelor's degree in Public Administration is required. Specifically: In the administrative branches of legislative and executive authorities; In local self-government and administrative bodies; In public institutions, including legal entities of public law; In non-profit (non-commercial) legal entities of the relevant profile, including international organizations.

International Relations

Name of Educational Program	International Relations
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of International Relations
Program Volume in Credits	190 ECTS
Program Duration	3 years
Tuition Fee	2 500 GEL
Program Directors:	Sopo Chkhopioia, Associate Professor, Doctor of Social Sciences; Doctor of Social Sciences, Associate Professor Tel.: 593 72 71 24; E-mail: sopo.chkhopioia@eeu.edu.ge Gizo Chelidze, Associate Professor Tel.: 599 06 99 12; E-mail: g.chelidze@eeu.edu.ge
Program Admission Prerequisites	Admission to the Bachelor's Degree Programme in International Relations is granted to applicants holding a certificate of complete general education issued in Georgia or an equivalent qualification, based on the results of the Unified National Examinations. For admission to the programme, applicants are required to pass English language as a compulsory examination subject. In addition, as the third compulsory-elective examination subject, applicants must take one of the following examinations: Mathematics, History, or Civic Education. Admission of applicants without taking the Unified National Examinations is conducted in accordance with the procedures established by the legislation of Georgia. Admission to the Bachelor's Degree Programme in International Relations through the mobility procedure is possible twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, in accordance with mandatory procedures and the regulations defined by the University. Admission through transfer from an authorized higher education institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia

Program Aim	The aim of the Bachelor's Degree Program in International Relations is to: • Provide students with broad and systematic knowledge of the fundamental theories, concepts, and principles of international relations; global political and economic processes; the history of diplomacy; principles of international public law; public policy; Georgia's foreign policy; major strategies of international negotiations; international and regional conflicts; as well as the history, institutions, and functioning principles of the European Union; • Develop students' ability to identify, analyze, and address problems in the field of international relations through the application of relevant theoretical approaches and research methods; to search for, process, and analyze information in Georgian and/or English; to formulate evidence-based arguments; to communicate effectively; and to develop research-oriented and/or practical projects; • Develop students' professional responsibility, ethical decision-making skills, ability to work effectively in teams, and commitment to continuous development of their knowledge and competencies in accordance with the principles of lifelong learning.
Program Description	The Bachelor's program is based on the European Credit Transfer and Accumulation System (ECTS). In the Bachelor's degree program in Public Administration, one credit encompasses 25 hours of student workload, which includes both contact and independent hours. The Bachelor's degree program in International Relations includes a total of 190 ECTS credits. The full workload for one academic year is 60 (ECTS) credits, and the full workload for one semester is 30 credits. Accordingly, the standard duration of the Bachelor's program is 6 semesters, or 3 years. It is permissible for a student's workload in one academic year to exceed 60 credits or be less than 60 credits. However, a student's workload in one academic year must not exceed 75 (ECTS) credits
Mandatory courses of the Core Field of Study	125 ECTS
Elective courses of the Core Field of Study	20 ECTS.
Mandatory courses of the free component	30 ECTS
Elective courses of the free component	15 ECTS
Learning Outcomes	Knowledge and Understanding Upon completion of the Bachelor's Degree Programme in International Relations, the graduate will be able to: LO1. Describe and explain the fundamental concepts, theories, and approaches of international relations; contemporary trends in global political processes, globalization, and international security; public policy methods; forms and mechanisms of international and regional conflict identification; modern economic models and instruments of international trade policy; principles and institutions of international law, including the competencies and functions of international organizations; the foundations of establishing and terminating diplomatic relations; the institutions and

	bodies of the European Union; Georgia's strategic foreign policy objectives and priorities; and the processes of the country's integration into international and regional structures. Skills Upon completion of the Bachelor's Degree Programme in International Relations, the graduate will be able to: LO2. Analyze processes and challenges existing in the field of international relations and apply relevant theoretical approaches and general scientific methods for their evaluation and resolution. LO3. Search for, collect, process, and analyze information and data in Georgian and/or English using the basic methods of quantitative and qualitative research, including electronic resources. LO4. Evaluate and substantiate personal positions and conclusions by considering relevant scientific, social, political, and ethical contexts. LO5. Develop a research-oriented and/or practice-oriented paper or project in the field of international relations in accordance with ethical principles, academic standards, and appropriate methodological requirements. LO6. Effectively communicate and justify personal positions using professional terminology, both orally and in writing, when interacting with specialists as well as non-specialist audiences. Responsibility and Autonomy: Upon completion of the Bachelor's Degree Programme in International Relations, the graduate will be able to: LO7. Act within the framework of professional ethics and responsibility, understand the consequences of personal and professional decisions, and assume responsibility for both individual and team-based activities. LO8. Demonstrate the ability for professional development, recognize the limits of personal competence, and continuously update knowledge and skills in accordance with the principle of lifelong learning. Graduates respect ethical and professional standards, demonstrate responsibility based on democratic values, constitutional principles, and human rights, and participate effectively in administrative and professional processes while maintaining appropriate standards of conduct and cooperation.
Teaching-Learning Methods and Activities	The syllabus of each course included in the Bachelor's Degree Programme in International Relations defines the teaching and learning methods necessary for achieving the objectives and intended learning outcomes of the course. These methods are based on the principles of student-centred learning and are focused not only on the acquisition of theoretical knowledge but also on the development of practical skills and competencies. The courses within the Bachelor's Degree Programme in International Relations incorporate teaching and learning methods appropriate to the specific nature and content of each subject area. The teaching and learning methods described

	in the syllabi correspond to the bachelor's level of study and are aligned with the objectives, content, and expected learning outcomes of individual courses. The selected teaching and learning methods ensure the achievement of course-specific learning outcomes, while the combination of these methods contributes to the achievement of the overall programme learning outcomes. When selecting teaching and learning methods, particular attention is paid to the objectives of each course and the expected results — namely, what knowledge, skills, and competencies students are expected to acquire and demonstrate. The educational component of the programme employs various teaching and learning methods, including: lecture, group work, seminar, e-learning, practical activities, and others. The teaching-learning methods include the following relevant activities: Working with a book; Written work; Verbal explanation; Demonstration; Case analysis (Case study); Independent learning; Problem-Based Learning (PBL); Brainstorming; Analysis; Action-Based Learning (IBD); Role-Playing and Situational Games; Heuristic Method; Team (Collaborative) Work; Project Development and Presentation (Oral, PowerPoint, etc.); Practical Methods
Student Knowledge Assessment System	Mastery of the educational components in the Bachelor's degree program in International Relation involves active student participation in the learning process and is based on the principle of continuous assessment of the acquired knowledge. In the implementation of the Bachelor's degree program in Public Administration, the assessment of the level of achievement of the student's learning outcomes is conducted in accordance with the assessment system approved by the Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia, "On the Rule of Calculation of Credits for Higher Education Programs." The assessment of the level of achievement of the student's learning outcomes in the educational components of the Bachelor's degree program in International Relation includes midterm (single or multiple) and final assessments, whose total represents the final assessment (100 points). Midterm and final assessments (assessment components) include assessment methods, which are tools/means used to evaluate the achievement of learning outcomes (oral/written exams/questionnaires, projects, tests, essays, demonstrations, presentations, discussions, practical/theoretical task performance, group work, participation in discussions, etc.). The unit of measurement for the assessment method is the assessment criterion, which determines the level of achievement of the learning outcomes. Each component of the assessment is assigned a quantitative indicator (expressed in percentages or points) out of the total score (100 points) in the final assessment, which is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. A minimum competency threshold is defined for each component of the assessment. The minimum competency threshold for the final assessment should not exceed 60% of the final assessment. The minimum competency threshold for midterm

	and final assessments in the implementation of the Bachelor's degree program in International Relation is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. The assessment system allows for five types of positive and two types of negative grades: 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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	Graduates of the Bachelor's Degree Program in International Relations are entitled to continue their studies at the master's level at higher education institutions in Georgia or abroad. Graduates may pursue master's degree program\es in: International Relations; Related fields of social sciences; Other academic disciplines where admission requirements do not restrict entry to applicants holding a bachelor's degree in a specific field. The program provides graduates with the academic foundation necessary for further professional specialization and research-oriented study at an advanced level
Employment Fields	Graduates of the Bachelor's Degree Program in International Relations may be employed in various fields and organizations, including public, private, and non-governmental sectors. In addition to state institutions operating in the field of international relations, graduates may pursue employment opportunities in:

- **Public and private sector organizations** involved in international relations, foreign policy development, international cooperation, and external affairs;
- **Governmental institutions and public administration bodies** responsible for foreign affairs, diplomacy, international cooperation, and policy implementation;
- **International and regional organizations**, their representative offices, and cooperation programmes;
- **Diplomatic missions, embassies, and consular institutions**;
- **International governmental and non-governmental organizations (IGOs and NGOs)**;
- **Commercial and non-commercial legal entities** operating in the field of international relations;
- **Research institutions, analytical centres, and policy-oriented organizations**;
- **Organizations involved in international development projects, humanitarian activities, and cross-border cooperation**;
- **Private companies and consulting organizations** requiring expertise in international relations, political analysis, international communication, and global affairs.

Graduates possess competencies necessary for professional activities related to international cooperation, diplomatic processes, policy analysis, project coordination, research activities, and administrative positions requiring knowledge of international relations and global political processes.

Psychology

Name of Educational Program	Psychology
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of Psychology
Program Volume in Credits	190 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Tinatin Pantsulaia, Doctor of Psychology, Professor, Tel.: 577540069, e-mail Address: t.pantsulaia@eeu.edu.ge Zurab Mkheidze, associate professor, tel.: 599503455, e-mail Address: zurab.mkheidze@eeu.edu.ge
Program Admission Prerequisites	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..

Program Aim	- 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, psychologistic methods and ethical aspects, tasks and directions of neuropsychology, basics of psychologistic, 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;
Program Description	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 190 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.
Mandatory courses of the Core Field of Study	115 ECTS
Elective courses of the Core Field of Study	30 ECTS.
Mandatory courses of the free component	30 ECTS
Elective courses of the free component	15 ECTS

Learning Outcomes	Knowledge and Understanding Upon successful completion of the Bachelor's Degree Programme in Psychology, the graduate will be able to: LO1. Describe and explain the major stages in the development of psychology, its theoretical approaches, and contemporary perspectives; the principal theories of human behavior, mental processes, and personality functioning; the conceptual foundations and specific characteristics of the major branches of psychology; the key characteristics of mental health and psychological disorders and the relevant approaches to their understanding; the biological foundations of behavior (psychobiology and neuropsychology); the methodology of psychological research, its principal methods and ethical principles, as well as the basic statistical principles of data analysis; the main theories of organizational behavior, motivation, and leadership; the fundamentals of psychological assessment and psychological counseling; and the principles and standards of professional ethics Skills Upon successful completion of the Bachelor's Degree Program in Psychology, the graduate will be able to: LO2. Analyze problems in the field of psychology and apply relevant theoretical approaches and general scientific methods to address them. LO3. Search for, process, and analyze information and data in Georgian and/or English using the principal quantitative and qualitative research methods, including electronic resources. LO4. Evaluate and justify their own positions and conclusions by taking into account relevant scientific, social, and ethical contexts. LO5. Design and implement a research and/or practice-oriented project or paper in psychology in compliance with ethical principles and academic standards. LO6. Communicate and justify their views effectively, both orally and in writing, using appropriate professional terminology and adhering to ethical standards when interacting with both specialists and non-specialists. Responsibility and Autonomy: Upon successful completion of the Bachelor's Degree Program in Psychology, the graduate will be able to: LO7. Act within the framework of professional ethics and responsibility, recognize the consequences of their decisions, and assume responsibility for both individual and collaborative work. LO8. Demonstrate commitment to continuous professional development, awareness of the limits of their own competence, and lifelong learning through the continuous updating of their knowledge and skills in accordance with the principle of lifelong learning.
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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	Mastery of the educational components in the Bachelor's degree program in psychology involves active student participation in the learning process and is based on the principle of continuous assessment of the acquired knowledge. In the implementation of the Bachelor's degree program in psychology, the assessment of the level of achievement of the student's learning outcomes is conducted in accordance with the assessment system approved by the Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia, "On the Rule of Calculation of Credits for Higher Education Programs." The assessment of the level of achievement of the student's learning outcomes in the educational components of the Bachelor's degree program in psychology includes midterm (single or multiple) and final assessments, whose total represents the final assessment (100 points). Midterm and final assessments (assessment components) include assessment methods, which are tools/means used to evaluate the achievement of learning outcomes (oral/written exams/questionnaires, projects, tests, essays, demonstrations, presentations, discussions, practical/theoretical task performance, group work, participation in discussions, etc.). The unit of measurement for the assessment method is the assessment criterion, which determines the level of achievement of the learning

	outcomes. Each component of the assessment is assigned a quantitative indicator (expressed in percentages or points) out of the total score (100 points) in the final assessment, which is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. A minimum competency threshold is defined for each component of the assessment. The minimum competency threshold for the final assessment should not exceed 60% of the final assessment. The minimum competency threshold for midterm and final assessments in the implementation of the Bachelor's degree program in psychology is reflected in the specific course syllabus and communicated to the student at the beginning of the academic semester. The assessment system allows for five types of positive and two types of negative grades: 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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for 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.

Employment Fields	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.
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Business Administration

Name of Educational Program	Business Administration
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of Business Administration (BBA)
Program Volume in Credits	180 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Avtandil Gagnidze, Professor Contact Information: Email: avtandil.gagnidze@eeu.edu.ge Phone: +995 577 565 999 Vasil Kikutadze, Professor Contact Information: Email: V.kikutadze@eeu.edu.ge; Phone: +995 593 250 850
Program Admission Prerequisites	A Georgian citizen who holds a state certificate/attestation of complete general education or an equivalent document is eligible for admission to the Bachelor's Educational Program in Business Administration based on the results of the Unified National Examinations; Without passing the Unified National Examinations, admission/enrollment to the Bachelor's Educational Program in Business Administration is carried out in accordance with the applicable legislation. In such cases, the applicant is required to demonstrate B2 level proficiency in the Georgian language, according to the university's established procedure. The following individuals are exempt from the requirement to prove language proficiency: a) Those who have received complete general education in the Georgian language; b) Those who have completed a Georgian language preparatory program, confirmed by the relevant certificate. • Admission through mobility to the Bachelor's Educational Program in Business Administration is possible twice a year, within the timeframes set by the Ministry of Education and Science of Georgia, following the mandatory

	procedures and the rules established by the university. • A student applying for or admitted through mobility, who obtained the right to study at the previous university without passing the Unified National Examinations, is subject to B2 level language assessment to confirm that they possess the language competency required to achieve the learning outcomes of the program. • In the Unified National Examinations, the designated foreign language is English, and the minimum competency threshold is 60% + 1; • Admission or transfer from a recognized foreign higher education institution to the Bachelor's Educational Program in Business Administration is carried out based on the decision of the Ministry of Education and Science of Georgia.
Program Aim	The goal of the Bachelor's Educational Program is to: 1. Prepare competitive specialists who, based on comprehensive knowledge acquired in the fields of marketing, management, and finance, will be able to make quick and effective decisions within their competence in a dynamic business environment, taking into account the trends of both local and international labor markets; 2. Develop students' analytical, creative, critical thinking, and practical skills that will support successful, development-oriented activities in the field of business management, including in the context of internationalization.

Program Description	The Bachelor's Educational Program Dually accredited at national (NCEQE) and international levels (ACQUIN); The undergraduate program is based on the European Credit Transfer and Accumulation System (ECTS). It is student-centered and is structured according to the academic workload required to achieve the learning outcomes of the educational program. The program comprises 180 ECTS credits, which typically equals 60 credits per year and 30 credits per semester. Thus, the standard duration of the program is 3 years (6 semesters). A student's individual workload may vary slightly from this standard, allowing up to 75 credits per year.
Mandatory courses of the Core Field of Study	132 ECTS
Elective courses of the Core Field of Study	12 ECTS
Mandatory courses of the free component	24 ECTS
Elective courses of the free component	12 ECTS
Learning Outcomes	Knowledge and Understanding Upon completion of the Bachelor's Educational Program, the student will be able to: 1.1 To prepare competitive specialists who will be able to make quick and effective decisions in the fields of marketing, management, and finance based on broad knowledge acquired in these areas, taking into account the trends of the local and international labor markets; 1.2 To develop students' analytical, creative, critical thinking, and practical skills, which will contribute to the successful implementation of development-oriented activities in the field of business management, including in the context of internationalization. Skills Upon completion of the Bachelor's Educational Program, the student will be able to: Analyzes internal and external environmental factors of the business, specifically assesses current business trends and evaluates their impact on the organization's activities; Selects and practically applies methods and models for planning, organizing, motivating, and controlling within a company; In order to solve marketing and managerial problems, collects, processes, and interprets primary and secondary data using statistical methods; Carries out the analysis of corporate finance management processes, identifies financial and managerial accounting problems of varying complexity, and finds ways to solve them. Responsibility and Autonomy: 3.1 Within their competence conducts managerial, financial, and marketing activities in the complex and dynamic

	environment characteristic of the business sector and provides justification for the decisions made. 3.2 Based on acquired theoretical and practical knowledge, identify their own strengths and weaknesses and plan the process of continuous professional development.
Teaching-Learning Methods and Activities	Each course syllabus within the Bachelor's Educational Program in Business Administration outlines the methods (approaches) for achieving the course objectives, which are based on student-centered teaching principles. The teaching and learning methods and activities included in each course syllabus are aimed not only at knowledge acquisition but also at the development of practical skills and competencies. The courses offered within the Bachelor's Educational Program in Business Administration incorporate teaching and learning methods and activities appropriate to the specific nature of the subject matter. These methods correspond to the level of study and align with the objectives and content of each course, ensuring the achievement of the learning outcomes defined in the syllabus, and collectively, the overall learning outcomes of the program. When selecting teaching methods, the course objectives and expected outcomes—what the student should know and be able to do—are taken into consideration. To implement the educational components of the program, a variety of teaching and learning methods are employed, including lectures, group work, seminars, practical activities, and more. These involve corresponding activities such as discussions, debates, presentations (projects/homework), quizzes, case studies, oral questioning of the learning material, etc. The teaching and learning methods and activities specified in the course syllabi support the mastery of specific content and contribute to the development of 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." In the Bachelor's Educational Program in Business Administration, the assessment of the level of achievement of the student's learning outcome in a study component includes midterm (once or multiple times) and final evaluations, the sum of which represents the final grade (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 assessment: (FX) Failed – 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 an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	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.
Employment Fields	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. In public institutions, including legal entities of public law; In non-profit (non-commercial) legal entities of the relevant profile, including international organizations.

Business Administration (English)

Name of Educational Program	Business Administration
Language of Instruction	English
Degree to be Awarded	Bachelor of Business Administration (BBA)
Program Volume in Credits	180 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Avtandil Gagnidze, Professor Contact Information: Email: avtandil.gagnidze@eeu.edu.ge Phone: +995 577 565 999 Vasil Kikutadze, Professor Contact Information: Email: V.kikutadze@eeu.edu.ge; Phone: +995 593 250 850
Program Admission Prerequisites	A Georgian citizen who holds a state certificate/attestation of complete general education or an equivalent document is eligible for admission to the Bachelor's Educational Program in Business Administration based on the results of the Unified National Examinations; Without passing the Unified National Examinations, admission/enrollment to the Bachelor's Educational Program in Business Administration is carried out in accordance with the applicable legislation. In such cases, the applicant is required to demonstrate B2 level proficiency in the Georgian language, according to the university's established procedure. The following individuals are exempt from the requirement to prove language proficiency: c) Those who have received complete general education in the Georgian language; d) Those who have completed a Georgian language preparatory program, confirmed by the relevant certificate.

	• Admission through mobility to the Bachelor's Educational Program in Business Administration is possible twice a year, within the timeframes set by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university. • A student applying for or admitted through mobility, who obtained the right to study at the previous university without passing the Unified National Examinations, is subject to B2 level language assessment to confirm that they possess the language competency required to achieve the learning outcomes of the program. • In the Unified National Examinations, the designated foreign language is English, and the minimum competency threshold is 60% + 1; • Admission or transfer from a recognized foreign higher education institution to the Bachelor's Educational Program in Business Administration is carried out based on the decision of the Ministry of Education and Science of Georgia.
Program Aim	The goal of the Bachelor's Educational Program is to: 1. Prepare competitive specialists who, based on comprehensive knowledge acquired in the fields of marketing, management, and finance, will be able to make quick and effective decisions within their competence in a dynamic business environment, taking into account the trends of both local and international labor markets; 2. Develop students' analytical, creative, critical thinking, and practical skills that will support successful, development-oriented activities in the field of business management, including in the context of internationalization.
Program Description	The Bachelor's Educational Program Dually accredited at national (NCEQE) and international levels (ACQUIN); The undergraduate program is based on the European Credit Transfer and Accumulation System (ECTS). It is student-centered and is structured according to the academic workload required to achieve the learning outcomes of the educational program. The program comprises 180 ECTS credits, which typically equals 60 credits per year and 30 credits per semester. Thus, the standard duration of the program is 3 years (6 semesters). A student's individual workload may vary slightly from this standard, allowing up to 75 credits per year.
Mandatory courses of the Core Field of Study	132 ECTS
Elective courses of the Core Field of Study	12ECTS.
Mandatory courses of the free component	24 ECTS

Elective courses of the free component	12 ECTS
Learning Outcomes	Knowledge and Understanding Upon completion of the Bachelor's Educational Program, the student will be able to: 1.3 To prepare competitive specialists who will be able to make quick and effective decisions in the fields of marketing, management, and finance based on broad knowledge acquired in these areas, taking into account the trends of the local and international labor markets; 1.4 To develop students' analytical, creative, critical thinking, and practical skills, which will contribute to the successful implementation of development-oriented activities in the field of business management, including in the context of internationalization. Skills Upon completion of the Bachelor's Educational Program, the student will be able to: • Analyzes internal and external environmental factors of the business, specifically assesses current business trends and evaluates their impact on the organization's activities; • Selects and practically applies methods and models for planning, organizing, motivating, and controlling within a company; • In order to solve marketing and managerial problems, collects, processes, and interprets primary and secondary data using statistical methods; Carries out the analysis of corporate finance management processes, identifies financial and managerial accounting problems of varying complexity, and finds ways to solve them. Responsibility and Autonomy: 3.3 Within their competence conducts managerial, financial, and marketing activities in the complex and dynamic environment characteristic of the business sector and provides justification for the decisions made. 3.4 Based on acquired theoretical and practical knowledge, identify their own strengths and weaknesses and plan the process of continuous professional development.
Teaching-Learning Methods and Activities	Each course syllabus within the Bachelor's Educational Program in Business Administration outlines the methods (approaches) for achieving the course objectives, which are based on student-centered teaching principles. The teaching and learning methods and activities included in each course syllabus are aimed not only at knowledge acquisition but also at the development of practical skills and competencies. The courses offered within the Bachelor's Educational Program in Business Administration incorporate teaching and learning methods and activities appropriate to the specific nature of the subject matter. These methods correspond to the level of study and align with the objectives and content of each course, ensuring the achievement of the learning outcomes defined in the syllabus, and collectively, the overall learning outcomes of the program. When selecting teaching methods, the course objectives and expected outcomes—what the student should know and be able

	to do—are taken into consideration. To implement the educational components of the program, a variety of teaching and learning methods are employed, including lectures, group work, seminars, practical activities, and more. These involve corresponding activities such as discussions, debates, presentations (projects/homework), quizzes, case studies, oral questioning of the learning material, etc. The teaching and learning methods and activities specified in the course syllabi support the mastery of specific content and contribute to the development of 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." In the Bachelor's Educational Program in Business Administration, the assessment of the level of achievement of the student's learning outcome in a study component includes midterm (once or multiple times) and final evaluations, the sum of which represents the final grade (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 assessment: (FX) Failed – 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 an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	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.
Employment Fields	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. In public institutions, including legal entities of public law; In non-profit (non-commercial) legal entities of the relevant profile, including international organizations.

Architecture

Name of Educational Program	Architecture
Language of Instruction	Georgian.
Degree to be Awarded	Bachelor of Architecture
Program Volume in Credits	240 ECTS
Program Duration	4 years
Tuition Fee	3000 GEL
Program Directors:	Merab Bolkvadze; Contact Information: Email: mbolkvadze@eeu.edu.ge ; Phone: 599553420 Bela Tinikashvili; Contact Information: b.tinikashvili@eeu.edu.ge ; Phone: 595007403
Program Admission Prerequisites	A citizen of Georgia holding a state certificate/attestation confirming completion of full general education, or an equivalent document, is eligible for admission to the Bachelor's Educational Programme in Architecture based on the results of the Unified National Examinations, provided that they have passed the following mandatory subjects required for admission to the academic programme: Georgian language, a foreign language (English), and Mathematics/Physics. Admission/enrolment of students to the Bachelor's Educational Programme in Architecture without passing the Unified National Examinations shall be carried out in accordance with the applicable legislation. Admission to the Bachelor's Educational Programme in Architecture through mobility is possible twice a year, within the timeframes established by the Ministry of Education and Science of Georgia, in compliance with the mandatory procedures and the rules established by the University. Admission or transfer-based enrolment to the Bachelor's Educational Programme in Architecture from a recognised foreign higher education institution shall be carried out based on the decision of the Ministry of Education, Science, Culture and Sport of Georgia.

Program Aim	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;
Program Description	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.
Mandatory courses of the Core Field of Study	157 ECTS
Elective courses of the Core Field of Study	30 ECTS.
Mandatory courses of the free component	41 ECTS
Elective courses of the free component	12 ECTS
Learning Outcomes	Knowledge and Understanding Upon completion of the programme, the graduate will be able to: 1. Explain the theoretical, artistic, and technical foundations of architecture, as well as the principles of architectural form, composition, and spatial organisation. 2. Describe the cultural, social, environmental, and technological factors influencing the formation of architectural and urban environments. 3. Characterise the main structural systems, construction materials, and contemporary technological approaches used in architectural design. 4. Explain the role of architectural visualisation, graphic communication, and design methods in professional practice.

	Kills Upon completion of the programme, the graduate will be able to: 5. Apply spatial, graphic, and conceptual thinking to solve architectural and design-related tasks. 6. Analyse architectural objects and environments by considering functional, aesthetic, technical, and contextual factors. 7. Develop architectural projects using appropriate methods and tools, including drawings, diagrams, visualisation, and modelling techniques. 8. Present architectural ideas, concepts, and projects in an evidence-based and professional manner to both specialist and non-specialist audiences Responsibility and Autonomy: Upon completion of the programme, the graduate will be able to: 9. Carry out professional activities independently and responsibly within the defined scope of competence, in compliance with applicable norms, regulations, and professional ethics. 10. Assume responsibility for design decisions and their social, cultural, and environmental implications. 11. Evaluate their own professional development needs and demonstrate the ability to collaborate and communicate effectively in a team-based environment.
Teaching-Learning Methods and Activities	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.
Student Knowledge Assessment System	The acquisition of the educational component envisaged by the Bachelor's Educational Programme in Architecture requires students' active participation in the learning process and is based on the principle of continuous assessment of the knowledge and competences acquired. During the implementation of the Bachelor's Educational Programme in Architecture, the level of achievement of student learning outcomes is assessed in accordance with the assessment system approved by Order No. 3 of the Minister of Education and Science of Georgia of 5 January 2007 on the "Rule for Calculating Credits for Higher Educational Programmes". The assessment of the level of achievement of student learning outcomes within the educational component of the Bachelor's Educational Programme in Architecture includes mid-term assessment, which may be one-time or multiple, and final assessment. The sum of these components constitutes the final grade, amounting to 100 points. Mid-term and final assessments, as assessment components, include assessment methods, namely the means used to evaluate the achievement

	of learning outcomes, such as oral/written examination, oral/written questioning, homework assignment, practical/theoretical work, and others. The measurement unit of an assessment method is the assessment criterion, through which the level of achievement of learning outcomes is determined. Each assessment component is assigned a quantitative share of the total assessment score, 100 points, expressed either in percentages or points, within the final grade. This distribution is reflected in the syllabus of the relevant study course and is communicated to students at the beginning of the academic semester. A minimum competency threshold is defined for each assessment component. The minimum competency threshold for the final assessment must not exceed 60% of the final assessment score. During the implementation of the Bachelor's Educational Programme in Architecture, the minimum competency thresholds for students' mid-term and final assessments are reflected in the syllabus of the relevant study course and communicated to students at the beginning of the academic semester. The award of credits based on only one assessment component, either mid-term or final assessment, is not permitted. A student is awarded credits if they meet the minimum competency thresholds defined for each assessment component and receive one of the positive grades. The assessment of the achievement of learning outcomes for the educational components of the programme is completed in the same semester in which the component was delivered. The assessment system for the educational component of the programme allows for: 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 assessment: (FX) Failed – 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. If an FX grade is received in the educational component of the programme, an additional examination shall be scheduled no earlier than 5 calendar days after the announcement of the final examination results. The grade obtained by the student in the additional examination shall not be added to the points received in the final assessment. The grade obtained in the additional examination shall constitute the final assessment and shall be reflected in the final grade of the educational component of the programme.
Opportunities for Continuing Education	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.

Employment Fields	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.
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Preschool Education

Name of Educational Program	Preschool Education
Language of Instruction	Georgian
Degree to be Awarded	Bachelor of Preschool Education
Program Volume in Credits	200 ECTS
Program Duration	3 years
Tuition Fee	2250 GEL
Program Directors:	Ketevan Aptarashvili, Doctor of Education Sciences, Associate professor, tel.: (+995) 577022002, e-mail Address: K.aptarashvili@eeu.edu.ge Dr. Angela Scollan, Invited Specialist, e-mail Address: a.scollan@mdx.ac.uk
Program Admission Prerequisites	Admission to the Bachelor's Educational Program in Preschool Education is open to persons who hold a document certifying completion of general secondary education issued in Georgia, or an equivalent qualification, based on the results of the Unified National Examinations. Applicants must have passed English as a compulsory subject for admission to the academic program. In addition, applicants wishing to enroll in the Bachelor's Educational Program in Preschool Education must take Mathematics or History as the third compulsory elective examination subject. Admission to the Bachelor's Educational Program in Preschool Education without taking the Unified National Examinations is carried out in accordance with the procedures established by the legislation of Georgia. Admission to the Bachelor's Educational Program in Preschool Education through student mobility is possible twice a year, within the timeframes established by the Ministry of Education and Science of Georgia, in compliance with the mandatory procedures and the regulations established by the University. Admission to the Bachelor's Educational Program in Preschool Education through transfer from an authorized higher education institution of a foreign country is carried out on the basis of a decision of the Ministry of Education and Science of Georgia.

Program Aim	• To provide students with broad theoretical knowledge, informed by contemporary developments, of the characteristics of early childhood development; relevant theories; diverse teaching and learning strategies for young children; strategies for communication with children and promoting their participation; the principles of democratic and inclusive approaches; the principles and strategies of cooperation with parents and the local community; the principles of teamwork; the strategies and principles of preschool education; the fundamentals of early childhood care, health, and social protection; and child rights-based approaches. This knowledge enables students to critically understand the key concepts, principles, and theories related to preschool education. • To develop students' ability to identify complex and unpredictable problems in the field of preschool education and to devise appropriate solutions through the application of cognitive and practical skills. • To develop students' ability to design and implement, in accordance with ethical standards and predetermined guidelines, a research- or practice-based project/paper in the field of early childhood education; to search for, collect, interpret, and analyze information and data in Georgian and/or English on issues related to early childhood education and development, including children's and families' rights; and to apply fundamental research methods in analyzing issues relevant to the field of preschool education. • To develop students' ability to use professional terminology to justify and communicate their own ideas, positions, and conclusions, both orally and in writing, regarding issues in the field of preschool education and possible approaches to their resolution. • To develop students' ability to independently carry out development-oriented professional activities in preschool education institutions, in accordance with ethical principles; to work effectively in diverse socio-cultural environments; and to continuously update and enhance their professional knowledge through lifelong learning.
Program Description	The Bachelor's Educational Program in Preschool Education is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). Within the program, one ECTS credit corresponds to 25 hours of student workload, including both contact hours and independent study. The Bachelor's Educational Program in Preschool Education comprises a total of 200 ECTS credits. The standard duration of the program is 6 academic semesters 3 years. During the first academic year, the student's annual workload is 60 ECTS credits, while the workload for the second and third academic years is 70 ECTS credits each. Accordingly, the study load for each of the first two semesters is 30 ECTS credits, whereas each of the remaining four semesters carries 35 ECTS credits. A student's annual study workload may exceed or fall below 60 ECTS credits, provided that it does not exceed 75 ECTS credits within a single academic year.
Mandatory courses of the Core Field of Study	160 ECTS
Elective courses of the Core Field of Study	10 ECTS.

Mandatory courses of the free component	25 ECTS
Elective courses of the free component	5 ECTS
Learning Outcomes	Knowledge and Understanding Upon successful completion of the Bachelor's Educational Program in Preschool Education, the graduate will be able to: 1. Describe the characteristics of early childhood development; relevant theories; a range of teaching and learning strategies for young children; strategies for communicating with children and promoting their participation; the principles of democratic and inclusive approaches; the principles and strategies of cooperation with parents and the local community; the principles of teamwork; the strategies and principles of preschool education; the fundamentals of early childhood care, health, and social protection; and child rights-based approaches. This includes a critical understanding of the theories and principles of preschool education, as well as knowledge of selected contemporary developments in the field. 2. Explain the importance of early childhood development from a holistic perspective; the central role of play and the child's active participation in the learning process; the significance of social diversity; the importance of children's participation in the social and cultural life of the preschool institution and the wider community; the role and importance of parents in the child's development; and the significance of democratic and critically reflective approaches to professional practice Skills Upon successful completion of the Bachelor's Educational Program in Preschool Education, the graduate will be able to: 3. Identify complex and unpredictable problems in the field of preschool education and develop appropriate solutions by applying cognitive and practical skills, as well as innovative and creative approaches. 4. Plan and conduct practice-based research in the field of preschool education and design, in accordance with ethical standards and predetermined guidelines, a research- or practice-oriented project (paper) in the field of early childhood education. 5. Search for, collect, interpret, and analyze information and data in Georgian and/or English on issues related to early childhood education and development, as well as the rights of children and families, and analyze problems in the field of preschool education by applying the principal methods of quantitative and qualitative research, together with selected contemporary basic statistical methods. 6. Formulate appropriate conclusions and approaches for the development of high-quality, inclusive preschool education services within the local community and for strengthening inclusive practices in preschool education institutions, taking into account relevant social, scientific, and/or ethical considerations.

	7. Participate in professional discussions related to the field of preschool education and communicate, both orally and in writing, with specialists and non-specialists about their own ideas, issues in the field of preschool education, and possible solutions from the perspective of the best interests of the child, using information and communication technologies (ICT). Responsibility and Autonomy: Upon successful completion of the Bachelor's Educational Program in Preschool Education, the graduate will be able to: 8. Independently manage development-oriented activities in preschool education institutions in accordance with ethical principles and professional standards. 9. Demonstrate a commitment to the principle of lifelong learning by continuously updating and enhancing their knowledge and professional competencies.
Teaching-Learning Methods and Activities	The syllabus of each course defines the approaches (methods) for achieving the objectives of the course, based on the principles of student-centered learning. The teaching and learning methods outlined in each course syllabus are aimed not only at acquiring knowledge but also at developing students' skills and competencies. The courses included in the Bachelor's Educational Program in Preschool Education incorporate teaching and learning methods appropriate to the specific characteristics of the respective topics. The teaching and learning methods described in the syllabus of each course within the educational program correspond to the Bachelor's level and align with the objectives and content of each course. Depending on the specific nature of the course, the selected teaching and learning methods ensure the achievement of the learning outcomes defined in the course syllabus, while the combination of applied teaching methods contributes to the achievement of the learning outcomes of the overall program. When selecting teaching methods, consideration is given to the objectives of the course and the expected outcomes — namely, what knowledge students should acquire and what they should be able to do upon completion of the course. The implementation of the educational components of the program involves the use of various teaching and learning methods, including lectures, group work, seminars, e-learning, practical activities, and others. The teaching and learning methods specified in course syllabi facilitate the acquisition of relevant learning materials and contribute to the development of students' transferable skills. In addition, teaching and learning methods incorporate relevant activities, such as discussions/debates, cooperative learning, collaborative group work, demonstration, explanation, verbal presentation, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL), and others. The activities applied during the teaching and learning process complement one another and are interconnected. Depending on specific learning objectives, academic and invited staff implementing the program may use one or more of the above-mentioned activities, as well as other appropriate activities.

Student Knowledge Assessment System	Mastering the educational component within the undergraduate educational program of pre-school education necessitates active student engagement in the teaching process and adheres to 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 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 assessment: (FX) Failed – 41-50 points, which means that the student needs more work to pass and can be overcome by independent work with the
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	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 an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.
Opportunities for Continuing Education	Graduates of the Bachelor's Educational Program in Preschool Education are eligible to continue their studies in Master's programs in the field of education at higher education institutions in Georgia or other countries. These programs are oriented toward the preparation of specialists at an advanced level and future researchers. Graduates may also continue their studies in Master's programs in any field, provided that admission to the respective program is not restricted by a requirement to hold a Bachelor's degree in a specific academic discipline.
Employment Fields	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.



Master's Degree Programs

LAW

Name of Educational Program	Law
Language of Instruction	Georgian
Degree to be Awarded	Master of Law
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3500 GEL
Program Directors:	Zviad Rogava, Doctor of Law, Professor; Contact Information: Tel.: 599252552, Email: zrogava@eeu.edu.ge

Program Admission Prerequisites	The right to enroll in the Master's educational program in Law is granted to individuals who hold a Bachelor's degree in Law or an equivalent academic degree, and who successfully pass the Common Master's Examination and the university's internal examinations. Candidates for the Master's program are eligible to participate in the university's internal examinations only if they meet the minimum competency threshold of the Common Master's Examination. Master's candidates must pass the following internal university examinations: A written examination (test) in English to confirm proficiency at a minimum of B2 level. A written examination (test) in the chosen specialization, based on the student's preference, in one of the following fields: Public Law, Private Law, or Criminal Law. The content, procedures, test samples, and evaluation criteria for the internal university examinations will be published on the university's website at least one month before the examinations begin. Admission to the Master's educational program in Law is also possible through mobility, in accordance with applicable legislation. Candidates seeking admission through mobility must meet the program's admission requirements. Continuation of studies in the Master's educational program without taking the Common Master's Examination is permitted in cases specified under Article 52, Paragraphs 7 and 7.1 of the Georgian Law on Higher Education, in accordance with the procedures and deadlines established by the Ministry of Education, Science, and Youth of Georgia. Note: A Master's candidate is exempt from the internal university English language examination if they provide an internationally recognized certificate confirming at least B2-level proficiency in English (e.g., Cambridge ESOL Exams: IELTS – at least 5.5 bands; FCE – at least Grade C; BEC Vantage – at least Grade C; ILEC – Pass with B2; BULATS – 65-69; TOEIC – 715-795; Aptis Test TOEFL: at least 46-49) or a valid certificate issued by the National Assessment and Examinations Center (CERTUS) or a diploma confirming the completion of an English-language academic educational program (Bachelor's, Master's, or other) within the last two years.
Program Aim	The objectives of the program take into account the demands of the local labor market, trends in the international market, and reflect the knowledge, skills, and competencies that the program prepares its graduates to possess. The objective of the Master's educational program in Law is to enable the student to: Acquire deep and systematic knowledge of the fundamental principles of academic writing, rules of academic integrity, modern methods of legal research, key trends in the development of judicial law, standards of judicial conduct, norms of judicial ethics, sources of European Union law, as well as contemporary achievements, systemic challenges, and development trends in the sciences of public, private, or criminal law, and material and procedural legislation; Develop skills in the practical application of legal knowledge, complex legal analysis and problem-solving, legal communication, legal research, information management, argumentation, and academic writing; Cultivate skills in ethical and professional conduct, teamwork, and professional development.

Program Description	The The Master's Educational Program law Dually accredited at national (NCEQE) and international levels (ACQUIN); The Master's educational program in Law is structured based on the European Credit Transfer and Accumulation System (ECTS). One credit in the Master's program in Law corresponds to 25 hours of student workload, which includes both contact hours and independent study hours. The Master's educational program in Law comprises a total of 120 ECTS credits. The full workload for one academic year is 60 ECTS credits, and the full workload for one semester is 30 ECTS credits. Accordingly, the standard duration of the Master's educational program is 4 academic semesters, equivalent to 2 academic years. It is permissible for a student's academic workload in one academic year to exceed or fall below 60 credits. However, a student's academic workload in one academic year must not exceed 75 ECTS credits.
Mandatory courses of the Core Field of Study	54 ECTS includes the program's compulsory courses (18 ECTS), compulsory courses in public, private, and criminal law directions (18 ECTS),), and a legal clinic (18 ECTS).
Elective courses of the Core Field of Study	36 ECTS
Reseatrch Component	30 ECTS
Learning Outcomes	Knowledge and Understanding 1.1. Deep and systematic knowledge of contemporary legal theories, systems, scientific-research methodology, and academic ethics. Skills 2.1. The ability to conduct complex legal analysis and problem-solving 2.2. Skills in legal research, information management, argumentation, and academic writing 2.3. The ability to engage in legal communication 2.4. The ability to practically apply legal knowledge Responsibility and Autonomy: 3.1. Ability of ethical and professional conduct 3.2. Ability of teamwork and professional development
Teaching-Learning Methods and Activities	The Master's educational program in Law is based on student-centered teaching principles and incorporates active, diverse, and outcome-oriented teaching-learning methods and activities. The teaching-learning methods and activities aim to achieve the outcomes defined by the program and ensure the student's active engagement in the educational process. The syllabus of each course within the program specifies the appropriate teaching-learning methods and activities, which ensure not only the development of students' theoretical knowledge but also practical skills and professional responsibility. When selecting teaching methods and activities, the course content, objectives, learning outcomes, and the specifics of the master's level are taken into account. To implement the educational program, teaching-learning methods such as lectures, group work, seminars, e-learning,

	practical activities, and others are used. The teaching-learning methods include relevant activities such as induction, deduction, analysis, synthesis, brainstorming, collaborative work, cooperative learning, independent study (preparation of essays, reports, projects, presentations), demonstration, discussion/debates, heuristic methods, verbal explanation, practical methods, problem-based learning (PBL), project development and presentation (oral, PowerPoint, etc.), role-playing and situational games, action-based learning (IBD), and case study analysis. The activities used in the teaching-learning process complement and overlap with each other. Academic and invited personnel implementing the program may use one or more of the above activities or any other activity, depending on the specific educational task.
Student Knowledge Assessment System	The mastery of a course component within the Master's educational program in Law assumes 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 educational program in Law, the assessment of the student's level of achievement of learning outcomes is carried out in accordance with the assessment system approved by the Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007, "On the Procedure for Calculating Credits for Higher Educational Programs." The assessment of the student's level of achievement of learning outcomes in a course component of the Master's program in Law includes both formative (single or multiple) and summative assessment, the total of which constitutes the final grade (100 points). Formative and summative assessments (assessment components) include assessment methods, i.e., tools/measures used to evaluate the achievement of learning outcomes (oral/written examination/test, project, essay, demonstration, presentation, discussion, completion of practical/theoretical tasks, group work, participation in discussion, etc.). The unit of measurement for an assessment method is the assessment criterion, which determines the level of learning outcome achievement. Each assessment component is assigned a quantitative indicator (expressed as a percentage or points) of the total score (100 points) in the final grade, which is specified in the syllabus of the respective course and communicated to the student at the beginning of the academic semester. Each assessment component defines a minimum competency threshold. The weighted share of the minimum competency threshold in the summative assessment should not exceed 60% of the summative assessment. During the implementation of the Master's program in Law, the minimum competency thresholds for formative and summative assessment are indicated in the syllabus of the respective course and communicated to the student at the beginning of the academic semester It is not permissible to award credits based on only one assessment component (formative or summative). A student is awarded credit upon exceeding the minimum competency thresholds defined for each assessment component and obtaining a positive grade in at least one of the components. The assessment of the achievement of learning outcomes for a course component within the educational program is completed in the same semester in which it was conducted. The assessment system for a course component of the

educational program allows:

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.

Two types of negative assessment:

(FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade received by the student in the supplementary exam is not added to the points obtained in the final assessment. The grade obtained in the supplementary exam is considered the final grade and is reflected in the final evaluation of the educational program component.

The research component of the Master's educational program in Law (Master's thesis) must be assessed in the same or the following semester in which the student completes work on it.

The research component of the Master's educational program in Law (Master's thesis) is evaluated as a whole, through a final assessment, which includes both the evaluation of the content of the Master's thesis and the assessment received during its defense, conducted by the persons defined in the East European University "Procedure for Planning, Implementation, and Assessment of the Research Component of Master's Educational Programs of the Faculty of Law and Social Sciences."

The assessment system for the research component of the Master's educational program in Law (Master's thesis) 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.

Two types of negative grades:

	(FX) Failed – 41–50 points, which means the student has the right to submit a revised Master’s thesis during the following semester; (F) Failed – 40 points or less, which means the student loses the right to submit the same Master’s thesis.
Opportunities for Continuing Education	A graduate of the Master’s educational program in Law has the right to continue their studies in a doctoral program in law at a higher education institution in Georgia or abroad, which is aimed at preparing a researcher at an advanced level. The graduate may also continue their studies in a doctoral program in any field, provided that the admission requirements for the program are not limited to holders of a Master’s degree in a specific specialty.
Employment Fields	Graduates of the undergraduate law program have the opportunity to be employed in positions that require an academic degree in law and do not require passing the state certification exam or fulfilling other additional requirements defined by law. A graduate of the Master’s educational program in Law can also enter the profession of a judge, in accordance with the procedure established by the applicable legislation.

Public Administration

Name of Educational Program	Public Administration
Language of Instruction	Georgian
Degree to be Awarded	Master of Public Administration
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3000 GEL
Program Directors:	Zurab Aznaurashvili Doctor of Public Administration, Associate Professor; E-mail: zurab.aznaurashvili@eeu.edu.ge; Tel.: +995 599 981155 Sopo Chkhopoiia Doctor of Social Sciences, Associate Professor, E-mail: sopo.chkhopoiia@eeu.edu.ge; Tel.: +995 593 727124
Program Admission Prerequisites	The Master's Educational Programme in Public Administration is open to applicants holding a Bachelor's degree or an equivalent academic qualification who successfully pass: • the National Unified Master's Examination, and • the University Entrance Examinations. Only candidates who overcome the minimum competency threshold established for the National Unified Master's Examination are eligible to participate in the university entrance examinations. Applicants shall take: • a written examination (test) in English to demonstrate English language proficiency at no less than B2 level; • a written examination (test) in the relevant field of specialization. The content, procedures, examination topics (sample tests), and assessment criteria for the university entrance examinations shall be published on the University's official website at least one month before the examinations commence. Applicants may also be admitted to the Master's Programme through academic mobility, in accordance with the legislation of Georgia. Applicants admitted through mobility must also satisfy the admission requirements established for the programme.

	Continuation of studies in Master's programmes without passing the National Unified Master's Examination is permitted in the cases and within the timeframes established by the Ministry of Education and Science of Georgia, in accordance with Paragraphs 7 and 7¹ of Article 52¹ of the Law of Georgia on Higher Education. Note: Applicants are exempt from the university English language examination if they present: an internationally recognized English language certificate confirming at least B2 level proficiency, including: IELTS; Cambridge FCE; BEC Vantage; ILEC; BULATS; TOEIC; TOEFL or a valid CERTUS certificate issued by the National Assessment and Examinations Centre of Georgia or a diploma certifying completion, within the previous two years, of an English-medium academic programme (Bachelor's, Master's, or equivalent).
Program Aim	The Master's Educational Programme in Public Administration aims to enable students to: • Acquire profound and systematic knowledge of the principles and concepts of public administration; the instruments and techniques of managerial decision-making in public institutions; innovative management strategies; the principal directions and mechanisms of public administration; the types of administrative proceedings; the specific features of the functioning of the state's financial system; the interrelationship between budgets at different levels and the particularities of their implementation; contemporary trends in the development of the modern state in the context of comparative public administration; as well as the fundamental principles of academic writing and modern methods of scientific research. • Develop the ability to prepare strategic management and public policy planning documents, strategic priorities, programmes and projects within the public sector, and to design effective solutions to complex problems encountered in the field of public administration. • Develop the ability to identify complex problems in public administration, plan scientific research on current issues in public administration, and independently prepare scientific research projects and academic papers. • Develop the ability to identify, analyse, and critically evaluate a broad spectrum of data obtained from various sources, including the latest scientific research, and to formulate well-reasoned conclusions concerning solutions to complex problems in public administration. • Develop the ability to present their conclusions, arguments, and research findings in both Georgian and English, in written and oral form, to academic and professional audiences. • Develop the ability to act in accordance with ethical standards in public administration, conduct independent learning and scientific research, assume responsibility for their own professional conduct, and contribute to the professional development of team members.

Program Description	The Master's Educational Programme in Public Administration is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). One ECTS credit corresponds to 25 hours of student workload, including both contact hours and independent study. The Master's Programme in Public Administration comprises a total of 120 ECTS credits. The standard student workload is: 60 ECTS credits per academic year; 30 ECTS credits per semester. Accordingly, the standard duration of the programme is four academic semesters (two academic years). A student's annual workload may exceed or be less than 60 ECTS credits; however, it may not exceed 75 ECTS credits during one academic year
Mandatory courses of the Core Field of Study	75 ECTS
Elective courses of the Core Field of Study	15 ECTS
Research Component	30 ECTS
Learning Outcomes	Knowledge and Understanding Upon successful completion of the Master's Educational Programme in Public Administration, the graduate will: 1. Systematically explain: classical and contemporary concepts of public administration; the constitutional foundations of public administration; the objectives of public administration; the structure of the principles of public administration; legal instruments for implementing public administration; the organisational structure and competences of public administration in European countries; types of administrative proceedings; the principles, concepts and standards of Good Governance; mechanisms for public participation in political decision-making; the objectives of anti-corruption policy and mechanisms for preventing corruption risks; principles and mechanisms of public financial management; the principal directions of state budgetary policy; mechanisms for public policy planning and coordination; stages of policy document development; public policy analysis models; the objectives, principles, content and main components of Regulatory Impact Assessment (RIA); innovative human resource management strategies in the public sector; instruments for continuous professional and career development in the public sector; types, principles, methods and tools of public service and project management; the fundamental principles of academic writing; contemporary scientific research methods; the principles of academic integrity; research ethics; and the fundamental rules and principles for preparing professional academic texts. 2. Identify the role of the European Union in the institutional development of Georgia's system of public administration and civil service and explain contemporary trends in governance development within the model of multi-level governance in the public sector, taking into account Georgia's constitutional obligation to integrate into European and Euro-Atlantic structures.

	Skills Upon successful completion of the programme, the graduate will: 3. Develop innovative ideas, constructive managerial decisions, strategic management and public policy planning documents, programmes, projects, research-based analytical reports, strategic priorities, and original approaches for addressing complex problems in the field of public administration. 4. Identify complex problems in public administration, plan scientific research on current issues in the field, and independently prepare scientific research projects (theses) by applying the latest research methodologies while observing the principles of academic integrity. 5. Collect, analyse, and critically evaluate complex or incomplete empirical information, primary data, and the latest scientific research from various sources, including international information resources, and, based on the principles of Good Governance, formulate well-reasoned conclusions regarding factors that undermine the credibility of public administration and possible solutions to complex governance challenges. 6. Present, in both Georgian and English, their conclusions, arguments, and research findings concerning governance challenges, improvement of the public administration system, modernization of specific governance sectors, effective state governance, and the Europeanisation of public administration, while fully observing the standards of academic ethics Responsibility and Autonomy: Upon successful completion of the Master's Educational Programme in Public Administration, the graduate will: 7. Demonstrate the ability to conduct independent learning and scientific research in the field of public administration. 8. Recognize the importance of ethical standards in public administration; uphold democratic values, constitutional order, and human rights; assume responsibility for their own professional conduct; and contribute responsibly to the professional development of team members through collaborative decision-making.
Teaching-Learning Methods and Activities	Each course syllabus included in the Master's Educational Programme in Public Administration specifies the methods employed to achieve the intended learning outcomes. These methods are based on the principles of student-centred learning. The teaching and learning methods prescribed in each course syllabus are designed not only to facilitate the acquisition of knowledge but also to develop practical and transferable skills. The courses comprising the Master's Educational Programme incorporate teaching and learning methods appropriate to the specific subject matter of each discipline. The methods reflected in the syllabus of each course correspond to the level of study, course objectives, and course content. Depending on the nature of the course, the selected teaching methods ensure the achievement of the intended learning outcomes specified in the syllabus, while the combination of all teaching methods contributes to the achievement of the overall programme learning outcomes. When selecting teaching methods, consideration is given to the objectives of the course and the expected learning outcomes—namely, what students are expected to know and be able to perform upon completion of the course.

	To implement the educational component of the programme, various teaching and learning methods are employed, including: lectures; work in small groups; seminars; practical work; and other appropriate instructional methods. The teaching methods specified in the course syllabi facilitate mastery of the relevant subject matter while fostering students' transferable competences. Teaching methods are implemented through a variety of learning activities, including: discussion and debates; cooperative learning; collaborative group work; demonstrations; explanation and interpretation; oral presentation; deductive reasoning; inductive reasoning; analysis; brainstorming; case study; problem-based learning (PBL); and other relevant educational activities. The above-mentioned activities complement one another and are applied flexibly throughout the teaching and learning process. Academic staff and invited lecturers implementing the programme may use one or more of these activities, as well as any other appropriate instructional activity, depending on the specific educational objectives of a particular course
Student Knowledge Assessment System	Assessment within the Master's Educational Programme in Public Administration is based on students' active participation throughout the learning process and follows the principle of continuous assessment of acquired knowledge and competences. Student achievement is assessed in accordance with the Assessment System approved by Order No. 3 of 5 January 2007 of the Minister of Education and Science of Georgia, concerning the calculation of credits for higher education programmes. Assessment of students' learning outcomes in the educational component of the programme consists of: interim assessment (single or multiple assessments); and final assessment. Assessment of learning outcomes for educational components is completed during the same semester in which the course is delivered. The combined results constitute the student's final grade (100 points). the Master's Educational Programme in Public Administration provides for: 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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component. The research component (master's thesis) of the Master's Program in Public Administration is evaluated as a whole, through a final assessment. This assessment includes the evaluation of the content and defense of the master's thesis by persons defined according to the "Regulations for Planning, Implementation, and Evaluation of the Scientific-Research Component of Master's Educational Programs of the Faculty of Law and Social Sciences." at East European University." The evaluation system for the research component (master's thesis) of the master's program allows for 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. Two types of negative grades: (FX) Failed – maximum score of 41-50 points, which means the master's student has the right to resubmit a revised master's thesis during the next semester; (F)Failed – maximum score of 40 points or below, which means the master's student loses the right to resubmit the same master's thesis.
Opportunities for Continuing Education	Graduates of the Master's Educational Programme in Public Administration are eligible to continue their studies in doctoral (PhD) programmes in Public Administration at higher education institutions in Georgia or abroad that are oriented toward preparing researchers of the highest academic level. Graduates may also pursue doctoral studies in other academic fields, provided that admission requirements do not restrict entry exclusively to holders of a Master's degree in another specific discipline.
Employment Fields	Graduates of the Master's Educational Programme in Public Administration may be employed in public sector institutions requiring the qualification of Master of Public Administration, including: • executive bodies of the State Government, including the Administration of the Government of Georgia; • ministries and subordinate governmental agencies; • the Office of the State Minister; • executive agencies directly subordinated to the Government; • the administrations of State Representatives;

	• executive authorities of the Autonomous Republics of Abkhazia and Adjara; • municipal authorities and municipal institutions; • legal entities under private law financed from municipal budgets; • non-entrepreneurial (non-commercial) legal entities established by municipalities; and • Legal Entities under Public Law (LEPLs).
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Business Administration

Name of Educational Program	Business Administration
Language of Instruction	Georgian
Degree to be Awarded	Master of Business Administration (MBA)
Program Volume in Credits	70 ECTS
Program Duration	1 years
Tuition Fee	3500 GEL
Program Directors:	Lali Chagelishvili-Agladze, Professor, lali.chagelishvili@eeu.edu.ge; Pone: 599274443 Tamta Lekishvili, Associate Professor, T.Lekishvili@eeu.edu.ge;; Pone: 595 908 010
Program Admission Prerequisites	• The right to study in the master's program is granted to a person holding a bachelor's degree in Business Administration, Economics, or an equivalent academic qualification. Admission to the master's program is based on the results of the Unified Master's Exams and the internal university examinations. A person who successfully passes the Unified Master's Exams must apply to the university for registration in the internal examinations, which include an interview with the selection committee and an English language competency test. In cases of equal conditions, preference will be given to applicants with work experience in a managerial position. • The master's program candidate takes an internal university written exam (test) in English to confirm English language proficiency at a level not lower than B2, and an oral exam (interview) in the field of specialization. • The master's program candidate is exempt from the internal university English language exam if they present an international certificate confirming English language proficiency at a level not lower than B2, a valid certificate issued by the National Assessment and Examinations Center (CERTUS), or a diploma confirming the completion of an English-language academic educational program (bachelor's, master's, or other) within the last two years. • Obtaining student status in the master's educational program is also possible through mobility, in accordance with the procedures established by Georgian legislation. A master's program applicant seeking admission through mobility must meet the admission requirements of the educational program. • Admission to the master's educational program, or enrollment through transfer from a recognized higher education

	institution of a foreign country, is carried out within the timeframes and procedures established by Georgian legislation. • It is allowed to continue studies in master's educational programs without passing the Unified Master's Examinations, in accordance with the rules and deadlines established by the Ministry of Education and Science of Georgia, in cases provided for by Paragraphs 7 and 7f of Article 52f of the Law of Georgia on Higher Education. • The topics of internal university examinations and the criteria for student knowledge assessment will be published on the university's website (http://eeu.edu.ge) no later than one month before the start of the examinations.
Program Aim	The program aims to: • Equip students with integrated, practice-based knowledge in the field of Business Administration and develop their strategic and analytical thinking skills; • Prepare graduates to make and implement effective managerial decisions in a modern, dynamically changing business environment, taking into account local and international labor market trends.
Program Description	The The Master's Educational Program in Business AdministrationDually accredited at national (NCEQE) and international levels (ACQUIN The Master's program in Business Administration is based on the ECTS system, is student-centered, and is grounded in the student's academic workload required to achieve the educational program's objectives. The Master's educational program comprises 70 ECTS credits, with 35 credits per semester. Accordingly, the standard duration of the Master's program is 1 year, or 2 semesters.
Mandatory courses of the Core Field of Study	50 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	10 ECTS
Learning Outcomes	After completing the Master's educational program, the student will be able to: 1. Describe comprehensively the methods of making strategic decisions considering the specifics of functional areas in business administration; 2. Evaluate opportunities for integrating innovative approaches in business to achieve competitive advantages; 3. Analyze strategies for planning, managing, and optimizing business processes while adhering to principles of business ethics and corporate social responsibility under digital transformation conditions; 4. Use analytical tools to assess a company's financial condition and make well-founded managerial decisions; 5. Develop human resource management and leadership strategies within the context of sustainable business development; 6. Generate marketing strategies focused on effective planning, implementation, and control of individual elements of

	the marketing mix; 7. Develop a strategic development project for a business/company and present it.
Teaching-Learning Methods and Activities	Teaching and learning methods and activities envisaged by the syllabus of each course included in the Master's Degree Program in Business Administration are focused not only on knowledge acquisition but also on skill development. The courses encompass teaching and learning methods and activities specific to the subject matter, aligned with the level of instruction and the objectives and content of each course. These methods ensure the achievement of the learning outcomes defined in the course syllabus, and collectively, they contribute to achieving the overall learning outcomes set by the program. The educational program employs teaching and learning methods such as lectures, group work, seminars, practical work, and others. These include corresponding activities like discussions, presentations (projects/homework), case studies, and more. The teaching and learning methods and activities outlined in the course syllabi facilitate the mastery of specific material and develop students' transferable skills. The academic and invited staff implementing the program may use one or several of the aforementioned activities or any other activities, depending on the specific learning objectives.
Student Knowledge Assessment System	The mastery of the educational component envisaged by the Master's Educational Program in Business Administration involves active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge. During the implementation of the Master's Educational Program in Business Administration, the evaluation of the level of achievement of student learning outcomes is conducted according to the assessment system approved by the Order №3 of the Minister of Education and Science of Georgia dated January 5, 2007, on the Rules for Calculating Credits for Higher Educational Programs. The assessment of the level of achievement of student learning outcomes in the educational component of the Master's Educational Program in Business Administration includes interim (single or multiple) and final assessments, the sum of which constitutes the final grade (100 points). Interim and final assessments (assessment components) include assessment methods, which are the tools/measures used to evaluate the achievement of learning outcomes (oral/written exam/questionnaire, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment completion, group work, participation in discussion, etc.). The unit of measurement for the assessment method is the assessment criterion, which determines the level of achievement of the learning outcomes. Each assessment component is assigned a quantitative value (expressed in percentages or points) from the total score (100 points) for the final evaluation. This allocation is reflected in the syllabus of the specific course and is communicated to the student at the beginning of the academic semester.

A minimum competency threshold is set for each assessment component. The minimum competency threshold for the final assessment should not exceed 60% of the final evaluation.

The assessment of the achievement of learning outcomes for the educational program's study components is completed within the same semester in which they are conducted. The assessment system of the educational program's study components allows for:

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.

Two types of negative assessment:

(FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component.

The research component (master's project) of the Master's Program in Business Administration is evaluated as a whole, through a final assessment. This assessment includes the evaluation of the content and defense of the master's thesis by persons defined according to the "Regulations for Planning, Implementation, and Evaluation of the Scientific-Research Component of Master's Educational Programs of the Faculty of Business and Engineering at East European University."

The evaluation system for the research component (master's project) of the master's program allows for five types of positive grades:

- (F) Excellent – 91-100 points;
- (G) Very Good – 81-90 points;
- (H) Good – 71-80 points;
- (I) Satisfactory – 61-70 points;

	(J) Sufficient – 51-60 points. Two types of negative grades: (FX) Failed – maximum score of 41-50 points, which means the master’s student has the right to resubmit a revised master’s thesis during the next semester; Failed – maximum score of 40 points or below, which means the master’s student loses the right to resubmit the same master’s thesis.
Opportunities for Continuing Education	A graduate of the Master's educational program in Business Administration is entitled to continue studies at higher education institutions in Georgia or other countries in any field, provided that admission to the chosen program is not restricted by holding a master’s degree in a different specialty and/or there are no legal limitations regarding this.
Employment Fields	After completing the Master's educational program in Business Administration, graduates will have the opportunity to be employed in both local and international companies within the functional areas of business administration, occupying middle and senior management positions, as well as to start and lead their own business

Business Administration (English)

Name of Educational Program	Business Administration
Language of Instruction	English
Degree to be Awarded	Master of Business Administration (MBA)
Program Volume in Credits	70 ECTS
Program Duration	1 years
Tuition Fee	4000 USD
Program Directors:	Lali Chagelishvili-Agladze, Professor, lali.chagelishvili@eeu.edu.ge; Pone: 599274443 Tamta Lekishvili, Associate Professor, T.Lekishvili@eeu.edu.ge;; Pone: 595 908 010
Program Admission Prerequisites	• The right to study in the master's program is granted to a person holding a bachelor's degree in Business Administration, Economics, or an equivalent academic qualification. Admission to the master's program is based on the results of the Unified Master's Exams and the internal university examinations. A person who successfully passes the Unified Master's Exams must apply to the university for registration in the internal examinations, which include an interview with the selection committee and an English language competency test. In cases of equal conditions, preference will be given to applicants with work experience in a managerial position. • The master's program candidate takes an internal university written exam (test) in English to confirm English language proficiency at a level not lower than B2, and an oral exam (interview) in the field of specialization. • The master's program candidate is exempt from the internal university English language exam if they present an international certificate confirming English language proficiency at a level not lower than B2, a valid certificate issued by the National Assessment and Examinations Center (CERTUS), or a diploma confirming the completion of an English-language academic educational program (bachelor's, master's, or other) within the last two years. • Obtaining student status in the master's educational program is also possible through mobility, in accordance with the procedures established by Georgian legislation. A master's program applicant seeking admission through mobility must meet the admission requirements of the educational program. • Admission to the master's educational program, or enrollment through transfer from a recognized higher education

	institution of a foreign country, is carried out within the timeframes and procedures established by Georgian legislation. • It is allowed to continue studies in master's educational programs without passing the Unified Master's Examinations, in accordance with the rules and deadlines established by the Ministry of Education and Science of Georgia, in cases provided for by Paragraphs 7 and 7f of Article 52f of the Law of Georgia on Higher Education. • The topics of internal university examinations and the criteria for student knowledge assessment will be published on the university's website (http://eeu.edu.ge) no later than one month before the start of the examinations.
Program Aim	The program aims to: • Equip students with integrated, practice-based knowledge in the field of Business Administration and develop their strategic and analytical thinking skills; • Prepare graduates to make and implement effective managerial decisions in a modern, dynamically changing business environment, taking into account local and international labor market trends.
Program Description	The The Master's Educational Program in Business AdministrationDually accredited at national (NCEQE) and international levels (ACQUIN The Master's program in Business Administration is based on the ECTS system, is student-centered, and is grounded in the student's academic workload required to achieve the educational program's objectives. The Master's educational program comprises 70 ECTS credits, with 35 credits per semester. Accordingly, the standard duration of the Master's program is 1 year, or 2 semesters.
Mandatory courses of the Core Field of Study	50 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	10 ECTS
Learning Outcomes	After completing the Master's educational program, the student will be able to: 1. Describe comprehensively the methods of making strategic decisions considering the specifics of functional areas in business administration; 2. Evaluate opportunities for integrating innovative approaches in business to achieve competitive advantages; 3. Analyze strategies for planning, managing, and optimizing business processes while adhering to principles of business ethics and corporate social responsibility under digital transformation conditions; 4. Use analytical tools to assess a company's financial condition and make well-founded managerial decisions; 5. Develop human resource management and leadership strategies within the context of sustainable business development; 6. Generate marketing strategies focused on effective planning, implementation, and control of individual elements of

	the marketing mix; 7. Develop a strategic development project for a business/company and present it.
Teaching-Learning Methods and Activities	Teaching and learning methods and activities envisaged by the syllabus of each course included in the Master's Degree Program in Business Administration are focused not only on knowledge acquisition but also on skill development. The courses encompass teaching and learning methods and activities specific to the subject matter, aligned with the level of instruction and the objectives and content of each course. These methods ensure the achievement of the learning outcomes defined in the course syllabus, and collectively, they contribute to achieving the overall learning outcomes set by the program. The educational program employs teaching and learning methods such as lectures, group work, seminars, practical work, and others. These include corresponding activities like discussions, presentations (projects/homework), case studies, and more. The teaching and learning methods and activities outlined in the course syllabi facilitate the mastery of specific material and develop students' transferable skills. The academic and invited staff implementing the program may use one or several of the aforementioned activities or any other activities, depending on the specific learning objectives.
Student Knowledge Assessment System	The mastery of the educational component envisaged by the Master's Educational Program in Business Administration involves active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge. During the implementation of the Master's Educational Program in Business Administration, the evaluation of the level of achievement of student learning outcomes is conducted according to the assessment system approved by the Order №3 of the Minister of Education and Science of Georgia dated January 5, 2007, on the Rules for Calculating Credits for Higher Educational Programs. The assessment of the level of achievement of student learning outcomes in the educational component of the Master's Educational Program in Business Administration includes interim (single or multiple) and final assessments, the sum of which constitutes the final grade (100 points). Interim and final assessments (assessment components) include assessment methods, which are the tools/measures used to evaluate the achievement of learning outcomes (oral/written exam/questionnaire, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment completion, group work, participation in discussion, etc.). The unit of measurement for the assessment method is the assessment criterion, which determines the level of achievement of the learning outcomes. Each assessment component is assigned a quantitative value (expressed in percentages or points) from the total score (100 points) for the final evaluation. This allocation is reflected in the syllabus of the specific course and is communicated to the student at the beginning of the academic semester.

A minimum competency threshold is set for each assessment component. The minimum competency threshold for the final assessment should not exceed 60% of the final evaluation.

The assessment of the achievement of learning outcomes for the educational program's study components is completed within the same semester in which they are conducted. The assessment system of the educational program's study components allows for:

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.

Two types of negative assessment:

(FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component.

The research component (master's project) of the Master's Program in Business Administration is evaluated as a whole, through a final assessment. This assessment includes the evaluation of the content and defense of the master's thesis by persons defined according to the "Regulations for Planning, Implementation, and Evaluation of the Scientific-Research Component of Master's Educational Programs of the Faculty of Business and Engineering at East European University."

The evaluation system for the research component (master's project) of the master's program allows for five types of positive grades:

- (K) Excellent – 91-100 points;
- (L) Very Good – 81-90 points;
- (M)Good – 71-80 points;
- (N) Satisfactory – 61-70 points;
- (O)Sufficient – 51-60 points.

Two types of negative grades:

	(FX) Failed – maximum score of 41-50 points, which means the master’s student has the right to resubmit a revised master’s thesis during the next semester; Failed – maximum score of 40 points or below, which means the master’s student loses the right to resubmit the same master’s thesis.
Opportunities for Continuing Education	A graduate of the Master's educational program in Business Administration is entitled to continue studies at higher education institutions in Georgia or other countries in any field, provided that admission to the chosen program is not restricted by holding a master’s degree in a different specialty and/or there are no legal limitations regarding this.
Employment Fields	After completing the Master's educational program in Business Administration, graduates will have the opportunity to be employed in both local and international companies within the functional areas of business administration, occupying middle and senior management positions, as well as to start and lead their own business

Business Administration in Finance

Name of Educational Program	Business Administration in finance
Language of Instruction	Georgian
Degree to be Awarded	Master of Business Administration in finance
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3500 GEL
Program Directors:	Prof. Avtandil Gagnidze. Tel: 577 565999, e-mail: avtandil.gagnidze@eeu.edu.ge ; Tamta Lekishvili. Assoc. Prof. Tel: 595 908010, e-mail: t.lekishvili@eeu.edu.ge ;
Program Admission Prerequisites	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 7¹ of Article 52¹ 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 Aim	The objectives of the Master's in Business Administration in Finance educational program are as follows: To cultivate highly skilled professionals equipped with comprehensive and structured expertise in the broader domain of business administration, with a focused emphasis on finance. 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. 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 Description	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.
Mandatory courses of the Core Field of Study	85 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	25 ECTS
Learning Outcomes	Knowledge and Understanding Graduate: 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. Systematically describes the significance of managerial decisions grounded in research and statistical analysis, aiming to enhance business value maximization. Skills Graduate:

	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. Conduct qualified analyses of technical, organizational, and economic challenges encountered by entities involved in the investment process, while assessing key market development trends. 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. Responsibility and Autonomy Graduate: 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. 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.
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: 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. Two types of negative assessment: (FX) Failed – 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
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	retake the course/subject from the beginning. In the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component. 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.
Opportunities 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.

Employment Fields	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.
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Business Administration in Finance (English)

Name of Educational Program	Business Administration in finance
Language of Instruction	English
Degree to be Awarded	Master of Business Administration in finance
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	4000 USD
Program Directors:	Prof. Avtandil Gagnidze. Tel: 577 565999, e-mail: avtandil.gagnidze@eeu.edu.ge ; Tamta Lekishvili. Assoc. Prof. Tel: 595 908010, e-mail: t.lekishvili@eeu.edu.ge ;
Program Admission Prerequisites	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 7¹ of Article 52¹ 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 Aim	The objectives of the Master's in Business Administration in Finance educational program are as follows: To cultivate highly skilled professionals equipped with comprehensive and structured expertise in the broader domain of business administration, with a focused emphasis on finance. 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. 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 Description	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.
Mandatory courses of the Core Field of Study	85 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	25 ECTS
Learning Outcomes	Knowledge and Understanding Graduate: 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. 2. Systematically describes the significance of managerial decisions grounded in research and statistical analysis, aiming to enhance business value maximization.

	Skills Graduate: 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. 4. Conduct qualified analyses of technical, organizational, and economic challenges encountered by entities involved in the investment process, while assessing key market development trends. 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. Responsibility and Autonomy Graduate: 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. 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.
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: 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. Two types of negative assessment: (FX) Failed – 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
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	retake the course/subject from the beginning. In the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component. 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.
Opportunities 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.

Employment Fields	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.
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Digital Management (English)

Name of Educational Program	Digital Management
Language of Instruction	English
Degree to be Awarded	Master of Management
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	4000 USD
Program Directors:	Professor Shalva Matchavariani - s.machavariani@eeu.edu.ge ; Professor Richard C. Geibel - geibel@ecommerceinstitut.de ;
Program Admission Prerequisites	• 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)
Program Aim	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..
Program Description	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. 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. 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. 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.

Mandatory courses of the Core Field of Study	90 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	20 ECTS
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.
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.
Student Knowledge Assessment System	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. 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. Two types of negative assessment: (FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained in the

	supplementary examination shall not be added to the score received in the final examination. Instead, the grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the overall grade for the relevant educational component. The scientific research component, the master's thesis, within the Master's in digital management 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 digital management 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.
Opportunities 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
Employment Fields	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.

Human Resources Management

Name of Educational Program	Human Resources Management
Language of Instruction	Georgian
Degree to be Awarded	Master of Human Resources Management
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3500 GEL
Program Directors:	Lili Bibilashvili professor; Lili.Bibilashvili@eeu.edu.ge ; Pone:
Program Admission Prerequisites	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 Aim	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.
Program Description	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.
Mandatory courses of the Core Field of Study	85 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	25 ECTS

Learning Outcomes	Knowledge and understanding Graduate: 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; 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; Skills Graduate: 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; 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; 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; 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; Autonomy and responsibility Graduate: 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. 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;
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

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:

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.

Two types of negative assessment:

(FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. 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 digital management 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 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.
Opportunities 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.
Employment Fields	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

Urban Panning

Name of Educational Program	Urban Planning
Language of Instruction	Georgian
Degree to be Awarded	Master of Architecture
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3000 GEL
Program Directors:	Merab Bolkvadze – Professor, Doctor of Architecture; merab.bolkvadze@eeu.edu.ge ; Pone: +995 599 553 420
Program Admission Prerequisites	Admission to the Master’s Educational Programme in Urban Planning is open to holders of a Bachelor’s degree in Architecture, with a mandatory requirement of English language proficiency at the B2 level. Admission is based on the results of the Unified Master’s Examination and an internal university examination consisting of a time-constrained design assignment (clausura). The internal university examination is intended to assess the applicant’s general level of knowledge in the selected field of study. The assessment criteria for the internal university examination (clausura) will be published on the University’s website at least one month prior to the commencement of the examinations (http://eeu.edu.ge). Admission to the Master’s Educational Programme in Urban Planning through mobility is possible twice per academic year, within the timeframes established by the Ministry of Education and Science of Georgia, in compliance with mandatory procedures and the regulations established by the University. Admission or transfer to the Master’s Educational Programme in Urban Planning from a recognised foreign higher education institution shall be carried out on the basis of a decision of the Ministry of Education and Science of Georgia.

Program Aim	1. To provide students with advanced knowledge of theories, methodological frameworks, and normative systems in architecture and urban planning, and to develop their ability to apply such knowledge in the processes of urban space analysis and design. 2. To develop students' ability to conduct research-based architectural and urban analysis and to formulate context-oriented design solutions grounded in multifactorial data and spatial research. 3. To prepare a competitive architect capable of identifying, analysing, and researching urban challenges, making effective decisions, and planning and managing urban projects in accordance with professional standards as well as local and international requirements.
Program Description	The Master's Educational Programme in Urban Planning comprises 120 ECTS credits, distributed as 60 ECTS credits per academic year and 30 ECTS credits per semester. One ECTS credit corresponds to 25 hours of student workload (the workload associated with each course is specified in the respective course syllabi). Accordingly, the standard duration of the programme is two academic years (four semesters). Depending on the student's individual study plan, the annual credit load may be lower or higher than 60 ECTS credits, but shall not exceed 75 ECTS credits per academic year. Of the total 120 ECTS credits of the Master's Educational Programme in Urban Planning, 54 ECTS credits are allocated to compulsory courses, 24 ECTS credits to elective courses, 12 ECTS credits to a practice-oriented component aimed at the development of practical skills and competencies, and 30 ECTS credits to the preparation and defence of the Master's thesis
Mandatory courses of the Core Field of Study	66 ECTS
Elective courses of the Core Field of Study	24 ECTS
Research Component	30 ECTS
Learning Outcomes	Knowledge and understanding 1. Systematically explains theories, models, and methodological research frameworks of architectural planning and describes the specific features of their application in different urban contexts. 2. Comprehensively explains the role of urban planning regulations and regulatory instruments in architectural and urban planning processes and distinguishes their areas of application across different scales. 3. Describes the functional and spatial organisation of urban systems (transport, infrastructure, and landscape systems) within the contemporary city. 4. Identifies the ecological, technical, and social methods and tools required for the development of sustainable architecture and urban environments Skills

	1. Analyses architectural and urban spaces through the application of multifactorial data, spatial and research methods, and identifies urban and architectural challenges. 2. Develops context-based architectural and urban planning solutions at different scales through the integration of research findings. 3. Applies normative, technical, analytical, and research instruments in the planning and management processes of architectural and urban projects. 4. Conducts research; collects, processes, and interprets data; evaluates alternative architectural and urban scenarios; and makes evidence-based decisions Autonomy and responsibility 1. Independently plans architectural and urban projects and research processes within complex and unpredictable environments. 2. Takes responsibility for professional decisions made, including those related to the quality of the architectural and urban environment, the protection of cultural heritage, and ecological balance, and prepares a research paper in accordance with academic standards.
Teaching-Learning Methods and Activities	Depending on the specific nature of each course, the teaching and learning process applies methods such as verbal/oral instruction, working with written materials, graphic work, demonstration, discussion/debate, group/collaborative work, case study analysis, explanatory instruction, action-oriented learning, practical methods, and other relevant approaches. In the teaching and learning process, these methods complement and transition into one another. The academic and invited staff involved in programme delivery may apply one or several of the above-mentioned methods, or any other method, depending on the specific learning task. The teaching and learning methods for each course are specified in the respective course syllabus. Learning methods include delivering lectures and explaining assignments on a given topic, searching for and analysing existing materials, visiting and researching the study area, interactive activities, working on sketches and discussing them both individually and in groups, completing, reviewing, and assessing clausura assignments, classroom discussion, approval of sketches, preparation of a creative project, presentation, and self-assessment.
Student Knowledge Assessment System	The acquisition of the educational components envisaged within the Master's Educational Programme in Urban Planning requires students' active participation in the learning process and is based on the principle of continuous assessment of acquired knowledge. Within the implementation of the Master's Educational Programme in Urban Planning, the assessment of the level of achievement of student learning outcomes is carried out in accordance with the assessment system approved by Order No. 3 of the Minister of Education and Science of Georgia of 5 January 2007 on the "Rules for Calculating Credits of Higher Educational Programmes." The assessment of the level of achievement of student learning outcomes within the educational component of the Master's Educational Programme in Urban Planning includes interim assessment (single or multiple) and final assessment, the

aggregate of which constitutes the final grade (100 points).

Interim and final assessments (assessment components) include assessment methods, namely the tools and means used to evaluate the achievement of learning outcomes (oral/written examination or questioning, project, test, essay, demonstration, presentation, discussion, completion of practical/theoretical assignments, group work, participation in discussions, and others). The measurement unit of an assessment method is the assessment criterion, which determines the level of achievement of learning outcomes.

Each assessment component is assigned a quantitative value within the total assessment score (100 points) (expressed in percentages or points) contributing to the final grade, which is reflected in the syllabus of the respective course and communicated to students at the beginning of the academic semester.

A minimum competency threshold is established for each assessment component. The proportional share of the minimum competency threshold for the final assessment shall not exceed 60% of the final assessment score.

The assessment of the achievement of learning outcomes for the educational components of the programme is completed within the same semester in which the component is delivered. The assessment system for the educational components of the programme permits:

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.

Two types of negative assessment:

(FX) Failed – 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 the case of receiving an FX grade in a component of the educational program, a supplementary exam is scheduled no earlier than 5 days after the announcement of the final exam results. The grade obtained by the student in the supplementary examination shall not be added to the score received in the final assessment. The grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the final grade of the respective educational component of the programme.

The research component (Master's thesis) of the Master's Educational Programme in Urban Planning shall be assessed in the same or the subsequent semester in which the student completes work on it.

	The research component (Master's thesis) of the Master's Educational Programme in Urban Planning shall be assessed as a whole through a single final assessment, which includes both the evaluation of the substantive content of the Master's thesis by the persons defined under the East European University Regulation on the "Planning, Implementation and Assessment of the Research Component of Master's Educational Programmes of the Faculty of Business and Engineering" and the assessment received during the thesis defence. The assessment system for the research component (Master's thesis) of the Master's Educational Programme in Urban Planning permits: 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.
Opportunities for Continuing Education	Graduates of the Master's program are entitled to continue their studies at higher education institutions in Georgia or abroad through doctoral programs in the field of Architecture, oriented towards the preparation of researchers at an advanced level.
Employment Fields	The holder of a Master's degree in Architecture is qualified to engage in advanced professional practice in the field of architecture and to pursue further scientific research. Accordingly, graduates of the Master's Educational Program in Urban Planning are eligible to work in positions requiring a Master's degree in Architecture, provided that such positions do not require the successful completion of a state certification examination and/or additional prerequisites established under the legislation of Georgia. • Research institutions; • Municipal urban services; • Local self-government bodies (permitting, regulatory, and supervisory authorities); • Architectural design and studio practices; • Architectural, construction, and real estate development companies; • Institutions and foundations for the protection of historical and cultural heritage; • Mass media organisations and advertising companies; • Higher education institutions and specialised schools

Educational Research and Administration

Name of Educational Program	Educational Research and Administration
Language of Instruction	Georgian
Degree to be Awarded	Master of Education Science
Program Volume in Credits	120 ECTS
Program Duration	2 years
Tuition Fee	3500 GEL
Program Directors:	Ketevan Aptarashvili, Doctor of Education Sciences, Associate Professor, Tel.: 577022002, E-mail: K.aptarashvili@eeu.edu.ge
Program Admission Prerequisites	A student's academic workload for one academic year may exceed or be less than 60 ECTS credits. However, the workload must not exceed 75 ECTS credits per academic year. Admission Requirements Admission to the Master's Educational Program in Educational Research and Administration is open to individuals who hold a Bachelor's degree or an equivalent academic degree and have successfully passed both the Unified Master's Exam and the internal university entrance examinations. Candidates are eligible to participate in the internal university examinations if they meet the minimum competency threshold for the Unified Master's Exam. Applicants must take a written internal university examination (test) in English to confirm proficiency at a minimum B2 level and an oral examination (interview) in their specialty. The topics/tests for internal university examinations and the student assessment criteria will be published on the university's official website at least one month before the examination begins (http://eeu.edu.ge). Admission to the Master's Educational Program in Educational Research and Administration is also possible through student mobility, in accordance with current legislation. However, candidates applying through mobility must meet the

	program-specific admission requirements. Enrollment in Master's program without passing the Unified Master's Exam is permitted under specific conditions set by the Ministry of Education, Science, and Youth of Georgia, within the timeframe and in accordance with the rules established under Article 52¹, Paragraphs 7 and 7¹ of the Law of Georgia on Higher Education. Note: Candidates are exempt from the internal university English language examination if they present an internationally recognized English language certificate confirming at least a B2 level, such as Cambridge ESOL Exams: IELTS (5.5 – 6.5), FCE (161 – 180), BEC Vantage (at least Grade C), ILEC (Pass with B2), BULATS (65-69), TOEIC (715-795), TOEFL Paper (513 – 547), TOEFL CBT (183 – 210), TOEFL iBT (65 – 78), or a valid certificate issued by the National Assessment and Examinations Center (CERTUS: 72 – 88.25), or a diploma confirming the completion of an English-language academic program (Bachelor's, Master's, or other) within the last two years.
Program Aim	The objective of the Master's Educational Program in Educational Research and Administration is to: • Prepare highly competitive, multi-functional specialists capable of working in educational institutions at various levels. Graduates will possess deep, systematic, conceptual, and instrumental knowledge of the research and administration of all educational levels, including preschool, general, vocational, and higher education. • Provide students with in-depth and systematic knowledge of education systems, organizational leadership, the sociology and psychology of education, economics, public policy, and elements of education theory. Additionally, students will gain expertise in curriculum development and implementation, teaching and learning strategies, strategic management, legal frameworks in education, education financing, and resource allocation principles. • Develop students' skills in information literacy, critical thinking, evidence-based decision-making, technology integration, independent learning and research, and practical competencies as transformational educational leaders. • Foster a sense of responsibility in students for continuous education and social mobility, both for themselves and their team members, as well as for managing the work environment based on academic and professional integrity.
Program Description	The Master's program is based on the European Credit Transfer and Accumulation System (ECTS). In the Master's Educational Program in Educational Research and Administration, one credit corresponds to 25 hours of student workload, which includes both contact hours and independent work. The Master's Educational Program in Educational Research and Administration consists of a total of 120 ECTS credits. The full academic year comprises 60 ECTS credits, while a single semester includes 30 ECTS credits. Accordingly, the standard duration of the Master's program is four academic semesters, equivalent to two years. A student's academic workload for one academic year may exceed or be less than 60 ECTS credits. However, the workload must not exceed 75 ECTS credits per academic year.
Mandatory courses of the Core Field of Study	72 ECTS

Elective courses of the Core Field of Study	18 ECTS
Research Component	30 ECTS
Learning Outcomes	Knowledge and understanding Upon completion of the Master's Educational Program in Educational Research and Administration, the student will: 1. Systematically describe modern educational concepts, the principles and mechanisms of education system functioning, and the social, political, economic, psychological, technological, and philosophical aspects of education. The student will also understand organizational management and leadership theories, development and learning theories, curriculum development principles, educational strategies, and research and decision-making methodologies. 2. Explain and interpret the complexity, diversity, and inclusivity of education, as well as the significance of professional ethics. Skills Upon completion of the Master's Educational Program in Educational Research and Administration, the student will: 3. Develop and administer an interrelated strategy for educational and organizational tasks aligned with the level of management, apply approaches focused on establishing and maintaining a positive organizational environment and culture, and propose innovative curriculum development initiatives along with original solutions to complex problems in the field of education administration 4. Collect, analyze, and critically evaluate a wide range of complex or incomplete empirical data, primary sources, and the latest scientific research from various sources, including international information resources. Using relevant approaches and models, assess the impact of internal and external factors in determining the development strategy of an educational organization. 5. Conduct research on problematic issues in education management while adhering to principles of academic integrity and research ethics. Through the synthesis of theoretical components and practical experience, formulate complex and original conclusions. 6. Engage in discussions with academic and professional communities regarding personal conclusions and arguments, adhering to standards of academic integrity in both written and oral communication. Autonomy and responsibility Upon completion of the Master's Educational Program in Educational Research and Administration, the student will: 7. Demonstrate adherence to professional ethics, public interest and well-being, and democratic values in professional activities. The student will also apply both individual and teamwork principles, as well as interpersonal skills, in learning and professional practice. 8. Recognize the necessity of contributing to the development of an educational organization and its

	ecosystem, take responsibility for the strategic planning, modification, and implementation of learning and professional activities in the field of education, both for themselves and others.
Teaching-Learning Methods and Activities	Each course syllabus within the Master's Educational Program in Educational Research and Administration outlines the methods for achieving the course objectives, all of which are based on student-centered learning principles. The teaching and learning methods defined in each syllabus are designed not only to facilitate the acquisition of knowledge but also to develop essential skills and competencies. The courses within the program incorporate teaching and learning methods that align with the thematic specifics of the subject matter. The methods reflected in each course syllabus are appropriate for the Master's level and correspond to the objectives and content of the respective course. These methods, tailored to the specifics of each course, ensure that students achieve the learning outcomes specified in the syllabus, while the combination of different teaching methods contributes to the overall attainment of the program's intended learning outcomes. The selection of teaching methods is determined by the course objectives and expected outcomes—what the student should know and be able to do. The program employs a variety of instructional techniques, including lectures, group work, seminars, e-learning, practical work, and more. The methods outlined in the syllabi facilitate the comprehension of specific material and contribute to the development of students' transferable skills. Additionally, the teaching and learning methods encompass a range of active learning strategies, including discussions/debates, cooperative learning, collaborative group work, demonstrations, explanations, verbal communication, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others. These activities complement and integrate with one another throughout the learning process. Faculty members, including both academic and invited teaching staff, may employ one or multiple methods from the aforementioned list or any other appropriate activity, depending on the specific learning objectives of the course.
Student Knowledge Assessment System	The acquisition of the learning components within the Master's Educational Program in Educational Research and Administration requires active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge. The assessment of students' achievement levels in the program is conducted in accordance with the evaluation system approved by the Minister of Education and The evaluation of students' learning outcomes in the educational components of the program includes midterm assessments (which may be single or multiple) and a final assessment. The cumulative score from these assessments constitutes the final grade, totaling 100 points. Midterm and final assessments (assessment components) include various assessment methods used to evaluate the achievement of learning outcomes. These methods may include oral/written exams/ assessments, quizzes, projects, tests, essays, demonstrations, presentations, discussions, completion of practical/theoretical tasks, group work, participation in

discussions, and others. The assessment criteria serve as measurement units for each method, determining the level of achievement of the learning outcomes.

Each assessment component is assigned a quantitative value from the total 100-point scale, expressed in percentages or points in the final assessment. This distribution is specified in the syllabus of each course and is communicated to students at the beginning of the academic semester.

Each assessment component has a minimum competency threshold, and the minimum competency threshold for the final assessment must not exceed 60% of the final assessment score.

A credit cannot be awarded based on a single assessment component (midterm or final assessment) alone. Students earn credits only if they meet the minimum competency thresholds for each assessment component and receive one of the positive grades.

The evaluation of learning outcomes for each educational component of the program must be completed within the same semester in which the course is conducted

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.

Two types of negative assessment:

(FX) Failed – 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.

If a student receives an FX (Failed) grade in an educational program component, an additional exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained on the additional exam does not include points from the final assessment. The result of the additional exam serves as the final grade and is recorded as the final assessment for the respective educational component of the program.

The assessment system for the scientific research component (Master's Thesis) of the Master's Educational Program in Educational Research and Administration includes the following:

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.
Opportunities for Continuing Education	Graduates of the Master of Education Studies and Administration program are eligible to continue their studies at higher educational institutions in Georgia or other countries in the Doctoral program in Educational Sciences, which is focused on training a researcher at the next level. A graduate can also continue their studies in a doctoral program in any field, if the prerequisite for admission to this program is not limited to a master's degree in another specialty
Employment Fields	A graduate of the Master's Educational Program in Educational Research and Administration can be employed in preschool, general, vocational, and higher education institutions, as well as in any state, regional, or private institution with an educational profile, non-governmental organizations, or any structural unit of an institution that requires a specialist in educational research and administration.

Doctoral Degree Programs

LAW

Name of Educational Program	LAW
Language of Instruction	Georgian
Degree to be Awarded	Doctor of Law
Program Duration	3 years
Tuition Fee	8000 GEL
Program Directors:	Davit Bostoganashvili; Doctor of law, Professor, dbostoganashvili@eeu.edu.ge ; Tel: 577022233,

Program Prerequisites	Admission Admission to the Doctoral Educational Programme in Law is open to applicants who hold a Master's degree in Law or an equivalent academic qualification, have at least three years of professional experience in the field of law, demonstrate English language proficiency at a minimum of B2 level in accordance with the Common European Framework of Reference for Languages (CEFR), and successfully complete the University's admission procedure. English language proficiency at B2 level or above may be demonstrated by one of the following: - an internationally recognised English language certificate, including Cambridge ESOL examinations, IELTS (minimum overall band score of 5.5), FCE (minimum Grade C), BEC Vantage (minimum Grade C), ILEC (Pass with B2), BULATS (65–69), TOEIC (715–795), Aptis, or TOEFL (minimum score of 46–49); - a valid CERTUS certificate issued by the National Assessment and Examinations Centre of Georgia; - a diploma certifying successful completion, within the previous two years, of an English-medium higher education programme (Bachelor's, Master's, or equivalent); or - successful completion of the University's internal English language assessment. The University's admission procedure comprises two stages: (i) evaluation of the applicant's doctoral research proposal and (ii) an oral examination (interview). The applicant's final admission ranking score is determined by the combined scores awarded for the doctoral research proposal and the oral examination (interview). The Programme is accompanied by the Admission Regulations, which provide detailed information on the admission requirements, admission procedures, and the assessment system applied during the University's admission process, including the evaluation criteria and corresponding assessment rubrics. Applicants may also be admitted to the Doctoral Educational Programme through the national mobility scheme in accordance with the legislation of Georgia. Candidates applying through mobility are required to meet the admission requirements established for the Doctoral Educational Programme. Graduates of foreign higher education institutions may also be admitted to the Programme in accordance with the procedures established under the legislation of Georgia governing the recognition of foreign higher education qualifications. Admission to the Doctoral Educational Programme is announced by the Rector of the University upon the recommendation of the Dean of the relevant Faculty. Admissions may be announced for either the Autumn or the Spring semester. The admission requirements are further governed by the Minimum Standard for Doctoral Studies of East European University LLC and the Regulations of the Dissertation Council and Doctoral Studies of the Faculty of Law and Social Sciences. These institutional regulations are published on the University's official website and are publicly available to all prospective applicants and other interested stakeholders. They ensure transparency, equal access to information, and consistency in the implementation of the University's admission policy.
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Program Aim	The Doctoral Educational Programme in Law aims to enable students to: • acquire advanced knowledge in the field of law based on the latest developments, which enables them to expand existing knowledge, apply innovative methods, and develop systematic and critical understanding; • develop the ability to design new research and/or analytical methods and approaches aimed at generating new knowledge in the field of law; • develop the ability to critically analyse, synthesise, and evaluate new, complex, and controversial ideas and approaches in the field of law; • develop the ability to independently make sound and effective decisions for resolving complex problems in the field of law; • develop the ability to present and disseminate newly generated knowledge clearly, coherently, and with well-grounded arguments to academic peers and the wider public, in relation to existing knowledge, as well as to participate in relevant thematic discussions at national and international levels; • develop the ability to contribute to higher education through engagement in teaching and research activities; • develop the ability to plan research and design research projects in the field of law based on the latest developments, while adhering to the principles of academic integrity and demonstrating innovation and independence.
Program Description	The duration of the Doctoral Educational Programme in Law is at least three years, and its taught component comprises 60 ECTS credits.
Mandatory courses of the Core Field of Study	55 ECTS
Elective courses of the Core Field of Study	5 ECTS
Research Component	It comprises the Doctoral Seminar and the Dissertation Thesis.
Learning Outcomes	Upon successful completion of the Doctoral Educational Programme in Law, the student will be able to: 1. describe the latest developments and complex issues in national and foreign law, as well as in contemporary legal scholarship, including the objectives, tasks, main stages, methods, and models of legal research, current trends in legal research, and traditional and modern teaching methods; 2. develop research and/or analytical methods and approaches aimed at generating new knowledge in the field of law; 3. critically analyse and evaluate new, complex, and controversial ideas and approaches in the field of law; 4. independently make decisions aimed at resolving complex problems in the field of law; 5. discuss with academic peers and the wider public the latest developments in the field of law and approaches to addressing complex legal problems; clearly and coherently demonstrate and communicate the interrelationship between existing and newly generated knowledge, and participate in thematic discussions at national and international levels; 6. contribute to higher education through participation in teaching and research activities;

	7. adhere to the principles of academic integrity and, by demonstrating innovation and independence in the field of law, plan research processes aimed at generating new knowledge and develop research projects and/or scholarly works based on the latest developments in the field
Teaching-Learning Methods and Activities	The syllabus of each course/learning activity included in the Doctoral Educational Programme in Law defines the methods through which the objectives of the course/learning activity are achieved. These methods are based on the principles of student-centred learning. The teaching and learning methods specified in the syllabus of each course/learning activity are aimed not only at the acquisition of knowledge but also at the development of relevant skills. The courses/learning activities of the Doctoral Educational Programme in Law incorporate teaching and learning methods appropriate to the specific characteristics of the relevant subject area. The teaching and learning methods reflected in the syllabi of each course/learning activity correspond to the level of study and are aligned with the objectives and content of the respective course/learning activity. Depending on the specific nature of the course/learning activity, the applied teaching and learning methods ensure the achievement of the learning outcomes defined in the syllabus, while the combination of the teaching methods used throughout the Programme ensures the achievement of the Programme learning outcomes. When selecting teaching methods, the objectives of the course/learning activity and the expected learning outcomes are taken into consideration, namely, what the student is expected to know and what they should be able to do upon completion. The implementation of each course/learning activity within the Educational Programme involves the use of various teaching and learning methods, including lectures, work in groups, seminars, practical activities, and others. The teaching and learning methods defined in course syllabi facilitate the acquisition of specific subject matter and contribute to the development of students' transferable skills. Furthermore, teaching and learning methods may include relevant activities such as discussions/debates, cooperative learning, collaborative group work, demonstrations, explanation, verbal/oral methods, deductive and inductive reasoning, analysis, brainstorming, case study analysis, problem-based learning (PBL), and other methods. The activities applied within the teaching and learning process complement each other and are interconnected. Depending on the specific learning objectives, academic and invited staff involved in the implementation of the Programme may apply one or more of the above-mentioned activities, as well as other appropriate activities.
Student Knowledge Assessment System	During the implementation of the Doctoral Educational Programme in Law, the level of achievement of doctoral students' learning outcomes is assessed in accordance with the assessment system established by the Order No. 3 of the Minister of Education and Science of Georgia dated 5 January 2007 approving the "Rule for Calculating Credits for Higher Education Programmes". Completion of the taught component of the Doctoral Educational Programme in Law requires active participation of doctoral students in the learning process and is based on the principle of continuous assessment of acquired knowledge.

Assessment of the level of achievement of doctoral students' learning outcomes within the taught component of the Programme includes interim and final assessments (assessment components). Each assessment component has a defined quantitative value (expressed in percentages or points) within the total assessment score (100 points), which is reflected in the syllabus of the respective learning component. The awarding of credits to a doctoral student based solely on either interim or final assessment is not permitted.

A minimum competence threshold is established for each component of interim and final assessment. At the same time, the proportion of the minimum competence threshold for the final assessment may not exceed 60% of the total final assessment score.

Assessment of the achievement of learning outcomes for each specific learning activity within the taught component of the Educational Programme is completed within the same semester in which the respective activity is implemented.

The assessment system of the taught component of the Educational Programme provides for five types of positive assessment:

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.

Two types of negative assessment:

(FX) Failed – 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.

If a student receives an FX (Failed) grade in an educational program component, an additional exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained on the additional exam does not include points from the final assessment. The result of the additional exam serves as the final grade and is recorded as the final assessment for the respective educational component of the program.

Assessment of the research component of the Doctoral Educational Programme in Law is also conducted in accordance with the assessment system established by the Order No. 3 of the Minister of Education and Science of Georgia dated 5 January 2007 approving the "Rule for Calculating Credits for Higher Education Programmes".

The doctoral dissertation shall be assessed within the same semester or the following semester in which the doctoral student completes work on the dissertation. The dissertation submitted for the award of the doctoral academic degree is assessed as a whole, through a single final assessment, which includes the evaluation of the substantive aspects of the dissertation by

	members of the Dissertation Committee and the assessment of the public defence. The assessment system of the research component of the Doctoral Educational Programme provides for five types of positive assessment: • Excellent (summa cum laude) – an outstanding dissertation – 91–100 points; • Very Good (magna cum laude) – a result that exceeds the requirements in all respects – 81–90 points; • Good (cum laude) – a result that exceeds the established requirements – 71–80 points; • Satisfactory (bene) – a dissertation of an average level that meets the basic requirements – 61–70 points; • Sufficient (rite) – a result that, despite certain shortcomings, still meets the established requirements – 51–60 points. Upon receiving a positive assessment, the doctoral student is awarded the doctoral academic degree. The assessment system of the research component of the Doctoral Educational Programme provides for two types of negative assessment: • Unsatisfactory (insufficient) – a dissertation of an unsatisfactory level that fails to meet the established requirements – 41–50 points; • Completely Unsatisfactory (sub omni canone) – a result that completely fails to meet the established requirements – 40 points or below. In the case of receiving an Unsatisfactory (insufficient) assessment, the doctoral student is granted the right to submit a revised dissertation within one year. In the case of receiving a Completely Unsatisfactory (sub omni canone) assessment, the doctoral student loses the right to resubmit the same dissertation. A negative assessment of the dissertation may also be based on a violation of the principles of academic integrity by the doctoral student.
Employment Fields	Graduates of the Doctoral Educational Programme in Law, based on the knowledge, skills, and competencies acquired, may pursue professional activities in academic, research, public, private, and international sectors. Graduates may be employed in academic and research positions at higher education institutions and scientific research institutions in Georgia, in accordance with the requirements established by the legislation of Georgia. A Doctor of Law may pursue professional activities in: • higher education institutions and scientific research organisations; • 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, provided that the relevant qualification requirements are met; • the private sector, including law firms, the corporate sector, consulting, research, and analytical organisations; • international and non-governmental organisations in the fields of legal research, human rights, public policy, and regulation; • independent professional activities as a researcher, expert, or consultant.

Business Administration

Name of Educational Program	Business Administration
Language of Instruction	Georgian
Degree to be Awarded	Doctor of Business Administration
Program Duration	3 years
Tuition Fee	7000 GEL
Program Directors:	Shalva Matchavariani, Professor, Doctor of Science; Contact Mob: 599 111 967; email: s.machavariani@eeu.edu.ge ; Lali Chagelishvili-Agladze, Doctor of Economic sciences; Contact Mob: 699274443; email: lali.chagelishvili@eeu.edu.ge Vasil Kikutadze, Professor, Doctor of Economics; Contact Mob: 593 250850; email: v.kikutadze@eeu.edu.ge
Program Admission Prerequisites	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).
Program Aim	The objective of the Doctoral Educational Program in Business Administration is for the student to: • 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. • 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

Program Description	The duration of the Doctoral Educational Programme in Law is at least three years, and its taught component comprises 60 ECTS credits. 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
Mandatory courses of the Core Field of Study	50 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	It comprises the Doctoral Seminar and the Dissertation Thesis.
Learning Outcomes	After completed the doctroal 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;

	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.
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.
Student 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 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 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. Two types of negative assessment: (FX) Failed – 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. If a student receives an FX (Failed) grade in an educational program component, an additional exam is scheduled no earlier than 5 days after the announcement of the final exam results. Assessment of the research component of the Doctoral Educational Programme in Law is also conducted in accordance with the assessment system established by the Order No. 3 of the Minister of Education and Science of Georgia dated 5 January 2007 approving the “Rule for Calculating Credits for Higher Education Programmes”. The doctoral dissertation shall be assessed within the same semester or the following semester in which the doctoral student completes work on the dissertation. The dissertation submitted for the award of the doctoral academic degree is assessed as a whole, through a single final assessment, which includes the evaluation of the substantive aspects of the dissertation by members of the Dissertation Committee and the assessment of the public defence. The assessment system of the research component of the Doctoral Educational Programme provides for five types of positive assessment: • Excellent (summa cum laude) – an outstanding dissertation – 91–100 points; • Very Good (magna cum laude) – a result that exceeds the requirements in all respects – 81–90 points; • Good (cum laude) – a result that exceeds the established requirements – 71–80 points; • Satisfactory (bene) – a dissertation of an average level that meets the basic requirements – 61–70 points; • Sufficient (rite) – a result that, despite certain shortcomings, still meets the established requirements – 51–60 points. Upon receiving a positive assessment, the doctoral student is awarded the doctoral academic degree.
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	The assessment system of the research component of the Doctoral Educational Programme provides for two types of negative assessment: • Unsatisfactory (insufficient) – a dissertation of an unsatisfactory level that fails to meet the established requirements – 41–50 points; • Completely Unsatisfactory (sub omni canone) – a result that completely fails to meet the established requirements – 40 points or below. 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
Employment Fields	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.

Education Sciences (English)

Name of Educational Program	Education Sciences
Language of Instruction	English
Degree to be Awarded	Doctor of Education Science
Program Duration	3 years
Tuition Fee	5000 USD
Program Directors:	Paul Gibbs, Doctor , Professor; Contact. Tel. +44 (0) 20 8411 6172; e-mail. p.gibbs@mdx.ac.uk Davit Sikharulidze, doctor, professor, Contact. Tel. +995 599265606; e-mail. D.Sikharulidze@eeu.edu.ge
Program Admission Prerequisites	Admission to the PhD program of Education Sciences requires the applicant to hold a Masters or equivalent academic degree. Admission is granted based on the evaluation of their research skills by the relevant faculty admission committee. A doctoral candidate wishing to enroll in the Doctoral Educational Program in Education Sciences 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 (TOEFL Paper - 590 – 637; TOEFL CBT - 243 – 270; TOEFL IBT - 82 – 90; IELTS - 7 – 8; CAE - 181 -200; CERTUS - 88,25-100) 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, or 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. • have publication in the field of education and/or participation in scientific-research projects and Activities and/or at least 2 years of work experience in the field of education, demonstrating the candidate's research skills. An integral document of the educational program is the admission policy, which provides a detailed description of the conditions and procedures for program enrollment. It also outlines the system for assessing the research skills of applicants to the doctoral educational program, including evaluation criteria and corresponding rubrics. Detailed information about the conditions and criteria for admission to the program is announced on the University website www.eeu.edu.ge A person may also be admitted to the Doctoral Educational Program in Education Sciences through the mobility process,

	in accordance with the applicable legislation. A doctoral candidate seeking admission via mobility must meet the prerequisites for enrollment in the doctoral educational program. 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, in accordance with the procedures established by Georgian legislation. The PhD program admission is announced for the fall and/or spring semesters. Procedures for enrollment in the Doctoral Education Program are defined by the East European University doctoral minimum standard, as well as the "Dissertation Board and Doctoral Educational Program Regulation" of the Faculty of Education Sciences. These documents are available on the university's website and are publicly accessible to all interested parties at www.eeu.edu.ge
Program Aim	The objective of the Doctoral Educational Program in Business Administration is for the student to: • 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. • 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
Program Description	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.
Mandatory courses of the Core Field of Study	35 ECTS
Elective courses of the Core Field of Study	10 ECTS
Research Component	It comprises the Doctoral Seminar and the Dissertation Thesis.
Learning Outcomes	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
Teaching-Learning Methods and Activities	The syllabus of each studycourse/other study activity provided by the Doctoral Education Program of Education Sciences provide learning andteaching. Thelearning-teaching methods provided ineachsyllabus of the course are focused not only on acquiring knowledge, but also on developing skills. The study course/other study activityof 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. 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 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.methods to achieve the goals of thestudy course/other study activity,based on the principles of student-oriented
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. 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: 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. Two types of negative assessment:

(FX) Failed – 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.

If a student receives an FX (Failed) grade in an educational program component, an additional exam is scheduled no earlier than 5 days after the announcement of the final exam results. The score obtained on the additional exam does not include points from the final assessment. The result of the additional exam serves as the final grade and is recorded as the final assessment for the respective educational component of the 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) – an outstanding dissertation – 91–100 points;
- Very Good (magna cum laude) – a result that exceeds the requirements in all respects – 81–90 points;
- Good (cum laude) – a result that exceeds the established requirements – 71–80 points;
- Satisfactory (bene) – a dissertation of an average level that meets the basic requirements – 61–70 points;
- Sufficient (rite) – a result that, despite certain shortcomings, still meets the established requirements – 51–60 points.

Upon receiving a positive assessment, the doctoral student is awarded the doctoral academic degree.

The assessment system of the research component of the Doctoral Educational Programme provides for two types of negative assessment:

- Unsatisfactory (insufficient) – a dissertation of an unsatisfactory level that fails to meet the established requirements – 41–50 points;
- Completely Unsatisfactory (sub omni canone) – a result that completely fails to meet the established requirements – 40 points or below.

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 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.
Employment Fields	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

Independent Higher Education Programs

Teacher Training Educational Program

Name of Educational Program	Teacher Training Educational Program.
Language of Instruction	Georgian
Degree to be Awarded	The teacher Training educational program does not award a formal qualification. Upon successful completion of the teacher Training educational program, a certificate of teacher Training in the relevant field/subject/subject group will be issued, specifying the corresponding level(s) of general education.
Program Volume in Credits	60 ECTS
Program Duration	1 year
Tuition Fee	2250 GEL
Program Directors:	Associate Professor Ekaterine Gigashvili, E-mail: e.gigashvili@eeu.edu.ge

Program Admission Prerequisites	Individuals eligible for enrollment in the independently existing Teacher Training Educational Program must hold a bachelor's, master's, or an equivalent academic degree in a subject or subject group aligned with the National Curriculum. Additionally, they must have successfully passed the subject exam defined by the "Rules for Conducting Subject and Professional Skills Examinations" in the chosen module direction, as well as the internal university examination. Only candidates who meet the minimum competency requirement in the subject exam may proceed to the university's internal examination. Candidates must take an internal university oral examination (interview). The topics and evaluation criteria for the internal university examinations will be published on the university's website (http://eeu.edu.ge) at least one month prior to the start of the examinations.
Program Aim	The purpose of the teacher Training educational program is to: To prepare highly qualified, competitive, and easily adaptable professionals who meet modern requirements and are able to adapt to the changing professional environment. A teacher of the relevant subject (Georgian language and literature, mathematics, citizenship, English language) at the basic and secondary school levels , who will have the theoretical knowledge, practical skills and values determined by the field-specific characteristics of teacher education for the implementation of professional activities; • To acquire conceptual knowledge of the field on the features of planning, conducting and evaluating the student-centered learning process, the main theories of students' personal, social - emotional, cognitive development and education, the formation of a safe, positive and inclusive learning environment in accordance with the general essence and standards of children's rights, the principles of universal design for learning, differentiated strategies for improving student achievement, diverse educational resources, the legal framework of general education, the main principles of classroom management, the importance of a collaborative environment for improving the quality of teaching and learning, and the professional development of oneself and colleagues; • Develop the skills of planning and conducting the learning process, using student assessment results, demonstrating the academic skills necessary for classroom management, developing a research or practical project/paper in the field of general education, adhering to ethical norms, and in accordance with predetermined guidelines, searching, collecting and critically evaluating data from various sources; • Develop skills in collaborating with the school community for educational and social purposes, continuous professional development of oneself and team members, adoption and implementation of innovations in pedagogical practice, as well as responsibility based on professional ethics and integrity when managing the classroom and work environment.

Program Description	The Teacher Training Educational Program is based on the European Credit Transfer and Accumulation System (ECTS). In the Teacher Training Educational Program, one credit corresponds to 25 hours of enrolled individual's workload, including both contact and independent study hours.. The Teacher Training Educational Program consists of a total of 60 ECTS credits. The full workload of one academic year is 60 ECTS credits, while the full workload of one semester is 30 ECTS credits. Accordingly, the standard duration of the Teacher Training Educational Program is 2 academic semesters, i.e., 1 year. The Teacher Training Educational Program consists of the following modules: I. Pedagogical-Psychological Module – 32 Credits (This module includes compulsory and elective courses within the pedagogical-psychological cycle, of which 26 credits are allocated to compulsory courses, while 6 credits are designated for one of the elective courses.) II. Subject-Specific Methodology Module – 12 Credits (This module includes 12 credits, among which 6 credits are allocated to general teaching strategies and methods, while 6 credits are dedicated to studying subject-specific teaching methods and strategies, as well as their practical application. Within the program, teacher Training is available in the following subject groups:) • State Language – Georgian Language and Literature • Mathematics – Mathematics • Foreign Languages – First Foreign Language: English • Social Sciences – Citizenship III. School Practice and Research Module – 16 Credits (This is an essential component of the educational program. Within this module, 6 credits are allocated to pedagogical practice research (embedded practice), while 10 credits are dedicated to active practice in schools. The goal of school practice is to facilitate the development of practical skills among program enrollees. Within the framework of the school practice component included in the curriculum, students have the opportunity to observe their own practice using research methods, identify their professional development needs, plan long-term professional development activities, and receive feedback (coaching and preparation for active practice) in simulation processes conducted in the classroom.)
Mandatory courses of the Core Field of Study	48 ECTS (Subject-Specific Methodology Module – 12 Credits+ Pedagogical-Psychological Module – 32 Credits+ pedagogical practice research 6 credits)
Elective courses of the Core Field of Study	6 ECTS
Research Component and Placement	Research of pedagogical practice with built -in practice - 6 ECTS and 10 credits are dedicated to active practice in schools.

Learning Outcomes	Knowledge and understanding: 1. Describes and explains the main theories of student personality development and education, modern pedagogical theories, principles, methods necessary for planning, conducting and evaluating student-centered learning processes (including extracurricular activities), necessary educational resources, effective classroom management strategies, the legal framework of general education and general education standards, the complexity of education; also describes a safe, inclusive, learning and student-friendly, positive learning environment, a collaborative environment for improving the quality of learning and teaching, the importance of professional development and ethics. Skills: 2. Purposefully applies the effective strategies of classroom management and communication based on mutual respect to establish an equally accessible and safe environment for all students, promote students' self-regulated behavior, and foster positive relationships. Additionally, utilizes student-centered approaches to planning, conducting, and assessing the learning process, including Universal Design for Learning (UDL), remedial teaching approaches, digital technologies, motivation-enhancing strategies, and diverse teaching and learning strategies. Through these methods, the teacher supports students in becoming independent learners, integrates the national goals of general education into the learning process, and ensures the achievement of learning outcomes defined by the curri 3. Develops or modifies long-term and short-term lesson plans for the respective subject, considering the analysis of student learning outcomes, intra-subject and interdisciplinary connections, as well as plans for extracurricular activities, assessment schemes, and rubrics for both formative and summative student assessment. 4. Plans and conducts research in the field of general education, develops a research or practice-based project (paper) in compliance with ethical norms and predetermined guidelines; additionally, collects and critically evaluates the latest scientific research and trends in education sciences from various sources. Responsibility and autonomy: 5. Demonstrates the ability to continuously update knowledge in accordance with the principle of lifelong learning, to adopt and implement innovations in pedagogical practice, and to uphold professional ethics and integrity in professional activities. Additionally, exhibits attentiveness and empathy towards students and other members of the school community. 6. Respects the importance of children's rights, inclusive education, and student motivation in creating a positive, physically, socially-emotionally, and cognitively safe, conflict-free, student-friendly learning environment focused on achieving academic goals.
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Teaching-Learning Methods and Activities	The syllabus of each course within the Teacher Training Educational Program defines the methods and approaches for achieving the course objectives, which are based on learner-centered teaching principles. The teaching and learning methods outlined in each syllabus are designed not only to impart knowledge but also to develop skills and competencies. The courses included in the Teacher Training Educational Program incorporate subject-specific teaching and learning methods aligned with the thematic content. The teaching and learning methods described in the syllabus of each course correspond to Level 6 of the National Qualifications Framework, ensuring alignment with the course objectives and content. These methods, tailored to the specific nature of each course, support the achievement of the intended learning outcomes defined in the syllabus, while the combined application of these methods ensures the realization of the program-wide learning outcomes. When selecting teaching methods, the course objectives and expected outcomes—what the student should know and be able to do—are taken into account. The implementation of the educational program involves a variety of teaching and learning methods, including lectures, group work, seminars, e-learning, practical exercises, and more. The teaching and learning methods outlined in the course syllabi facilitate the assimilation of specific subject material and contribute to the development of students' transferable skills. 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.
Student Knowledge Assessment System	System for assessing the knowledge of a person enrolled in a teacher Training educational program The mastery of the learning components provided by the Teacher Training Educational Program requires active participation of enrolled individuals in the learning process and is based on the principle of continuous assessment of acquired knowledge. During the implementation of the Teacher Training Educational Program, the assessment of the level of achievement of learning outcomes is carried out in accordance with the assessment system established by the Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007, on the "Rule for Calculating Credits in Higher Education Programs." The assessment of the level of achievement of learning outcomes within the learning components of the Teacher Training Educational Program consists of midterm (single or multiple) and final assessments, the total of which represents the final assessment (100 points). Midterm and final assessments (assessment components) include assessment methods, which serve as tools for evaluating the achievement of learning outcomes. These methods include oral/written exams/ assessments or quizzes, projects, tests, essays, demonstrations, presentations, discussions, completion of practical/theoretical tasks, group work, participation in discussions, practice research reports, portfolios, and more. The assessment criterion serves as the measuring unit for each assessment method, determining the level of achievement of learning outcomes.

	Each assessment component is assigned a quantitative value (expressed in percentage or points) from the total score of 100 points in the final assessment. This distribution is specified in the syllabus of each course and is communicated to the enrolled individuals at the beginning of the academic semester. Each assessment component has a minimum competency threshold. The minimum competency threshold for the final assessment must not exceed 60% of the final assessment. During the implementation of the Teacher Training Educational Program, the minimum competency thresholds for both interim and final assessments are specified in the syllabus of each course and are communicated to students at the beginning of the academic semester. It is not permitted to award credits based solely on one assessment component (either the interim or final assessment). A student is granted credit only if they exceed the minimum competency thresholds set for each assessment component and obtain at least one positive evaluation. The assessment of the achievement of learning outcomes in the educational program's learning components is completed within the same semester in which the course is conducted. The grading system includes: 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. Two types of negative assessment: (FX) Failed – 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 an FX grade is received in an educational program's learning component, an additional examination is scheduled no earlier than 5 calendar days after the announcement of the final examination results. The grade obtained in the additional examination is not combined with the points earned in the final assessment. The grade received in the additional examination serves as the final assessment and is reflected in the final evaluation of the learning component within the educational program.
Opportunities for Continuing Education	The certificate issued upon completion of the Teacher Training Program does not grant eligibility for admission to or continuation of studies at a higher level of education.

Employment Fields	Upon graduation from the Teacher Training Educational Program, individuals qualify to serve as teachers of their specialized subject(s) and grade level(s) in both public and private general education institutions (schools). Additionally, they may work as a subject teacher in educational institutions that implement basic and secondary-level vocational education programs. Furthermore, they will have the opportunity to participate in formal and non-formal educational programs within the general education sector and work in governmental and non-governmental organizations in the field of education, where the competencies developed through the program are required.
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One-Cycle Programme

Medical Doctor Educational Programme (English)

Name of Educational Program	Medical Doctor
Language of Instruction	English
Degree to be Awarded	The teacher Training educational program does not award a formal qualification. Upon successful completion of the teacher Training educational program, a certificate of teacher Training in the relevant field/subject/subject group will be issued, specifying the corresponding level(s) of general education.
Program Volume in Credits	360 ECTS
Program Duration	6 Year
Tuition Fee	5500 USD
Program Directors:	Nato Alavidze (n.alavidze@eeu.edu.ge) Liza Goderdzishvili (l.goderdzishvili@eeu.edu.ge)

Program Admission Prerequisites	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. 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. 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. 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.
Program Aim	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.
Program Description	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. 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. 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. 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. Individuals eligible for enrollment in the independently existing Teacher Training Educational Program must hold a bachelor's, master's, or an equivalent academic degree in a subject or subject group aligned with the National Curriculum. Additionally, they must have successfully passed the subject exam defined by the "Rules for Conducting Subject and Professional Skills Examinations" in the chosen module direction, as well as the internal university examination. Only candidates who meet the minimum competency requirement in the subject exam may proceed to the university's internal examination. Candidates must take an internal university oral examination (interview). The topics and evaluation criteria for the internal university examinations will be published on the university's website (http://eeu.edu.ge) at least one month prior to the start of the examinations.
Mandatory courses of the Core Field of Study	322 ECTS
Elective courses of the Core Field of Study	21 ECTS
Research Component	17 ECTS
Learning Outcomes	Knowledge and understanding: 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. • 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.

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.

Skills

Completing the Medical Doctor educational programme, the student:

C. 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;

D. 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;

E. 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;

F. Prescribes medication: Understands and correctly prescribes 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;

G. 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 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.
- N. 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.
- Responsibility and autonomy:**
Completing the Medical Doctor educational programme, the student:
- O. 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. 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..
Teaching-Learning Methods and Activities	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. 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. 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. 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, brainstorming, 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. 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.
Student 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.

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.

Two types of negative assessment:

(FX) Failed – 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 less, which means that the work done by the student is not enough and he/she has to study the subject again
Opportunities for Continuing Education	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.
Employment Fields	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.