

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 69-23, 12.09.2023

Approved by the decision of the Governing Board:

Resolution No. 22, 14.09.2023

Education level: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian

Type of educational program: academic, basic

Detailed field name and code: 0222 History and Archeology

Awarded qualification: Bachelor of Archaeology

Duration of studying: 4 years (8 semesters)

Educational program volume: 240 credits

Head of the program: Professor of European University Aleksandre Noneshvili, Email: sandro-none@yahoo.com

Relevance of the program

The educational program studies the historical past of mankind, based on material culture monuments, artifacts, architectural monuments and biofacts. It studies the history of society based on the material remains of human life and activities, examines individual ancient objects (work and combat tools, utensils, jewelry) and entire complexes (settlements, towns, treasures, necropolises (the burial grounds)). On the basis of the analysis of the remains of material monuments, it becomes possible to restore the socio-economic history of those eras, which are little or not at all described in written sources.

Archaeological monuments are the only source for studying the greatest part of the history of the development of human society. Archeology is also of great importance for the historical study of written (script) eras. The results of the archaeological research complement and clarify the information

of the written sources. Archaeologists have discovered ancient monuments of writing system(script) itself.

Archaeological excavations are carried out to find material monuments, which are usually preceded by archaeological reconnaissance. When studying excavated material, archeology relies on its own methods of determining the age and classification of material monuments. After such studying, the archaeological monument becomes a historical source. Archeology reconstructs the cultural and socio-economic conditions of ancient societies on the basis of data from material sources. Because at every stage of the historical development of human society, material culture and existence are regularly connected with socio-economic life.

The purpose of archeology is the study of the origins and development of human culture, history, cultural evolution, and human action and ecology. It is the only discipline that has at its disposal the methods and theory required for collecting and interpreting information about pre-written human history. It also makes a critical contribution to our understanding of historically documented societies.

The above mentioned one clearly shows the importance of training qualified archeology specialists for the development of the country and society.

Prerequisites for admission to the program

There will be admitted at the bachelor's educational program of Archeology, a person with a document confirming the complete general education or equivalent, who will be entitled to study at a European University based on the results of the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

- a) Georgian language and Literature(The entrant must pass the minimum competency limit: 51%)
- b) One of the following foreign languages: English, German, French, Russian (the entrant must pass the minimum competence limit: 40%);
- b) One of the following subjects: Mathematics/History/Literature(The entrant must pass the minimum competence limit established by Law in Mathematics, and in History and Literature - 51%). The number of seats for each subject should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The person will get the right to study on the program without passing the unified national exams as follows:

On the basis of Order No. 224/N “on the approval of the procedure for submission and review of documents” by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational

institution” of the Minister of Education and Science of Georgia dated December 29, 2011, they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence of a European University student".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance with Order No. 10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The purpose of Bachelor’s educational program of Archeology and, accordingly, the content of the program takes into account the mission, goals and tasks of the university. The purpose of the educational program is to prepare archaeologists with qualifications, professional knowledge and skills corresponding to the requirements of the international and local educational space and employment market, who will be able to:

1. Qualified determination of the general chronological and cultural affiliation of the remnants of material culture, its place in the system of Georgian and world culture; determining the scientific and national significance of a specific artifact or monument, its material cultural value and establishing the appropriate position.
2. Implementation of multidisciplinary studies on the dynamics of separate periods of archeology and the interrelationship of its contiguous fields (humanities and natural sciences), participation in archaeological expeditions.
3. Studying, presenting and preserving the rich, unique cultural heritage of the country, taking into account the modern principles of basic research and following ethical norms. Also, taking into account civil responsibility, national and public values, moral-ethical norms, fruitful activity in the professional field.

Learning Outcomes

The learning outcomes of Bachelor’s educational program of Archeology correspond to the sixth level of the higher education qualifications framework (the first level of higher education – Bachelor’s degree) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

As a result of completing Bachelor’s educational program of Archeology, the graduate will develop the following competencies:

Knowledge and Understanding

1. explains the subject and importance of archaeology, its specificity and place in the system of humanitarian and natural sciences; establishes the process of archaeological research - from the collection of material to the reconstruction of the history of past societies;
2. Discusses the methodology of archaeological research. Identifies the general chronological and cultural affiliation of the remains of material culture, typological classification and interpretation of items; Discusses the scientific and national significance of a particular artifact or monument. Distinguishes its general cultural value;
3. On the basis of archaeological material and written sources, studies/reconstructs the cultural, socio-economic and political conditions of ancient societies. Discusses issues of historical-geographical landscape formation.
4. Describes the development stages of human history. It will select samples of Georgian art and architecture. Discusses the material culture of Georgia in the context of world historical development.

Skills

5. Evaluates both his/her own and the views expressed in archaeological science, summarizes the main statements and presents them using appropriate communication technologies.
6. Searches for various sources (libraries, archeological funds, archives, etc.), analyzes, interprets them, argues consistently and draws relevant conclusions; Conducts research in compliance with ethical standards and using appropriate methods.
7. Analyzes new and abstract data using appropriate methods (analysis and synthesis) for the field; Uses social and communication skills.
8. Possesses the competence and practical skills necessary for field archaeological activities: using the geo-information system, captures, processes and analyzes the obtained information; Establishes a plan of work to be performed in advance and manages time effectively.
9. Performs camera work on archaeological material. Based on comparative analysis, determines their approximate date.

Responsibility and Autonomy

10. Understands individual archaeological cultural values and different views about them; In the process of conducting field and research work, he/she keeps the principles of professional honesty and objectivity, as well as teamwork.

Volume and Structure of the Program

Bachelor's Educational Program of Archeology is made on the basis of the European Credit Transfer

System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals and results of the educational program.

The duration of the program is 4 academic years (8 semesters) and includes 240 credits (6000 hours in total).

1 credit includes 25 astronomical hours. A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8-9 are midterm exams, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the proper additional exam at least 5 days after the announcement of the final exam results.

Bachelor's Program of Archeology includes 240 credits, including:

Mandatory free component focused on the development of general, transferable skills - 29 credits;

Mandatory component of the main field of study (including practice component - 10 credits and bachelor's thesis - 7 credits) – 170 credits;

Optional component of the main field of study - 22 credits;

Optional free component, which is also focused on the development of general transferable skills and within the framework of which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, in compliance with the prerequisites for admission to the study course - 19 credits.

The credits of the optional free component, within which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, can be mastered with the credits of the study courses of the main field of study of Bachelor's Program of Archeology.

Confirmation of knowledge of English language at the B2 level or achieved within the program is mandatory. The student confirms the level of knowledge of the English language in accordance with the "Rule for determining the language competence for a student European University ". Within the framework of the program, the student starts learning English from the level confirmed by the "Rules for determining the language competence for a student of European University ". In the event that the student cannot prove his/her knowledge of the English language at the B1 level, he/she starts learning the English language within the program from the appropriate level confirmed according to the

mentioned rule (English language A1 / English language A2). The student learns the levels necessary to start at the B1 level of the English language (English language A1 / English language A2) by utilizing the free credits provided by the program. In the event that a student confirms his/her knowledge of the English language at the B2 level in accordance with the "Rules for determining the language competence for a student of a European University", he/she is exempted from mastering the English language component and acquires the credits for the English language (20 credits) with the credits of the optional study courses of the main field of study. Whether the level confirmed by the student is higher than the initial level defined by the program (B1.1), the remaining credits are filled by the student with the credits of the optional study courses of the main field of study.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

Assessment of a student's knowledge in the bachelor's educational program of Archeology is based on criteria that determine whether the student possesses the learning outcomes defined by the program component.

The assessment system of a student's knowledge is in accordance with the "Rules for calculating credits for higher educational programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week. Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded. The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final

assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

In order to objectively and comprehensively evaluate the learning outcomes achieved by the student within the educational program, both formative and deterministic assessments are used within the bachelor's educational program of Archeology. The purpose of using formative assessment is to promote the development of a student and improvement of the quality of learning. The purpose of using formative assessment is to control the quality of learning, to assess the student's achievement of the results set by the syllabus(es) of the study course, to determine the level of academic achievement.

The goal of the evaluation methods used within the study courses of the bachelor's educational program of Archeology is to confirm the achievement of the learning outcomes of the relevant study course by each student using objective and transparent criteria focused on the results of the study course and its specificity.

Field of Employment

A graduate of the bachelor's educational program of Archeology is ready for informational bibliographic, reference, archival-museum, methodical activities with a profile of antiquities. He/she can be employed as a specialist in archaeological expeditions, as a specialist in a museum, as a tour guide, as a specialist in a library, as a tour guide of historical monuments in a tourist company, as an archaeologist-expert in mass media (newspaper, magazine, TV and radio editorial offices), as an antiquities expert in any national state structures (including government bodies), As a specialist in archives, archivist, private galleries, state museums, cultural heritage protection agency, Ministry of Culture and Monument Protection, international and local archaeological projects.

Bachelor's Educational Program of Business Administration

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 610-23, 16.10.2023

Approved by the decision of the Governing Board:

Resolution No. 1, 18.10.2023

Level of Higher Education: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian/The student has the opportunity to take several courses in English

Type of educational program: academic, basic

Detailed field name and code: 0413 Management and Administration

Awarded qualification: Bachelor of Business Administration

Duration of studying: 8 semesters

Educational program volume: 240 credits

Head of the program: Dr. Ekaterine Natsvlshvili, Mob: (+995) 599 75 66 14; Email: natsvlshvili.ekaterine@eu.edu.ge

Relevance of Program

The sustainable economic growth of any country, the development of the local economy and small business significantly depends on the implementation of educational programs (professional, higher, retraining) adapted to the requirements of the labor market. Correct management in a rapidly changing environment is one of the main conditions for business success. Qualified implementation of governance processes and full use of modern management capabilities is a vital task for any company or organization. Qualified management of the successful activities of the company/organization requires, first of all, the training of highly qualified management personnel, knowledgeable in modern management methods.

It is also noteworthy that Georgia is becoming more interesting for foreign investors day by day. New investments are being made, new organizations/companies/branches are being founded, which require the provision of qualified personnel in the field of business administration, which further highlights the relevance of the business administration profession.

The relevance of the development and implementation of this educational program in the direction of business administration is due to the increased demand from modern companies for the training of such specialists who, along with the necessary theoretical knowledge, have the ability to analyze current events and processes in global business and can make optimal decisions at all levels of management; At the same time, they are aware of the social responsibility of business - to plan and implement work processes in such a way that they correspond to the interests of both the company (organization) and society; They have the ability to bring private and state interests into a framework of harmonious relations.

The team developing the program took into account the knowledge-skills demanded by the labor market, which the employer needs when hiring qualified and competitive specialists in the field of business management, and reflected these knowledge-skills in the program in the form of competencies to be mastered within separate training courses.

The foregoing bachelor's program is focused on preparing a bachelor of business administration, who will be equipped not only with appropriate field knowledge and skills, but also with such key competencies that are important for the personal achievements and development of the graduate, for his/her social involvement and employment.

Prerequisites for admission to the program

The following will be admitted to the bachelor's educational program of Business Administration:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

Mandatory subjects for enrollment in the program are: Georgian language and Literature, foreign language (English language, Russian language, German language, French language), Mathematics/History.

The number of seats for each subject (Mathematics/History) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the head of the program before the announcement of seats.

Minimum competence limit for unified national exams - overcoming the minimum limit defined by the legislation.

The ones will get the right to study on the program without passing the unified national exams as follows:

On the basis of Order No. 224/N "on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational

institution” of the Minister of Education and Science of Georgia dated December 29, 2011 ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence of a student of European University ".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The educational program of Business Administration clearly reflects the mission, vision and values of European University LLC, as well as the main goals and tasks of the Faculty of Law, Education, Business and Technology.

The purpose of the bachelor's program of Business Administration is to prepare competitive, socially responsible qualified specialists with a bachelor's degree in business administration, equipped with competencies corresponding to the requirements of the local and international labor market, who will be able to engage in entrepreneurial activities, manage business processes and/or Implementation of managerial functions in different management links.

The aim of the bachelor's program is for the student as follows:

- (1) to provide thorough knowledge in the main functional directions of business (economy, finance, accounting, management, marketing), to master analytical tools necessary for solving problems in business; to acquire entrepreneurial activity and business management skills.
- (2) to deepen theoretical knowledge and strengthen practical skills in any specific functional direction of business administration (finance/marketing/management); To develop the skills necessary for successful activity in a managerial position, to prepare for employment in various aspects of management in local and/or international companies and for effective performance of relevant functions.
- (3) to strengthen general competencies: oral and written communication (in Georgian and English), project/report preparation-presentation, use of information technologies, data retrieval-processing, analysis, synthesis, understanding of cause-and-effect relationships, problem identification, solution, critical Skills of thinking, reasoning, evaluating, substantiating, conducting small-scale research, working in a group, planning and organizing work and time management, responsibility and behavior in an organization, citizenship competencies and values.

with the practical component of the educational program (business/role-playing games, business simulations, training projects; business practicum; bachelor's project; professional practice in the organization) to facilitate the use of the knowledge and skills acquired by the student within the framework of a separate training course in practical situations and organizational-management, Strengthening of practical habits required for implementation of administrative-economic, informational-analytical, entrepreneurial activities.

Learning Outcomes

A learning outcome is considered a set of competencies that determine what a student/graduate should know, understand, and be able to do using this knowledge as a result of the completion of the educational process, or its individual stage.

As a result of completing the educational program, the graduate will develop the following competencies:

Knowledge and Understanding

Broad and thorough knowledge of the field of business administration, based on which:

- (1) describes the national and global economic environment of business organizations, explains and evaluates the current processes in the economy and business as a result of a critical understanding of modern theories and models of economic functioning and decision-making by economic agents; Understands the complex issues of economic policy.
- (2) analyzes and discusses the theoretical, methodological and organizational foundations of business and entrepreneurship, complex issues related to the activities of business entities; Determines the place of the business sector in the economic system, the role of entrepreneurial activity for sustainable and safe development of the country.
- (3) defines and describes the theoretical and methodological foundations of the main functional areas of business (organizational and strategic management, human resources, production operations and projects, marketing and sales, logistics, financial and management accounting, accountancy); organizational behavior principles and implementation methods; Quantitative and statistical methods required for business research and management; Discusses complex issues related to functional areas of business management.
- (4) describes the scope of planning and management of the company's financial activities: financial infrastructure, basic principles of financial system functioning and management mechanisms; methods and tools for the analysis of the company's financial situation, process efficiency and financial decision evaluation; ways of determining the action strategy; Discusses complex issues related to the company's financial activities.

- (5) describes the theoretical-methodological and organizational foundations of the company's marketing activities: the principles of marketing and sales management; methods and procedures of planning and conducting market research methods of studying and managing consumer behavior; effective communication, negotiation and sales strategies and selection techniques; will understand the relationship between marketing, branding and sales; Discusses complex issues in the field of marketing.
- (6) discusses the field of legal regulation of business and entrepreneurship: topical issues of Business Law; basic principles regulating legal tax relations; levers of legal regulation of labor relations; Critically understand the importance of law as a business development tool and the importance of it to be used.

Skills:

A graduate is able to:

- (7) To identify the current changes in the field of business, to assess the economic processes and economic policy results; to analyze the economic relations and factors determining the behavior of economic agents; to Determine the short-term and long-term perspectives of economic development.
- (8) To assess the attractiveness of the business environment and the potential opportunities of the entrepreneurial entity, to select the type of business; to Determine the market opportunities taking into account the specifics of the business; to analyze the economic, financial, insurance, marketing, innovative, production, personnel processes in the organization of entrepreneurial activity/business; to identify the weak and strong sides of business activity, risk assessment; to evaluate the functional strategies and change projects; to analyze the company's strategic and financial portfolio; to implement the company management, to prepare the financial documents, accounting reports. To conduct business/entrepreneurial activities in accordance with the requirements of the norms established by the legislation of Georgia, taking into account ethical and social responsibility and observing the principles of organizational behavior.

Responsibility and Autonomy

A graduate is able to:

- (9) perform work independently with minimal guidance or peer support in accordance with pre-agreed recommendations/instructions; To be responsible for the work he/she has done, to evaluate the results and to set improvement measures. To plan and implement a research/practical project (business project/business plan/program/other) related to business administration / functional field of business under minimal guidance, based on the combination of theoretical and practical aspects of management activities, standard method typical for the field of business administration, information and using communication technologies. To present

the completed work/project to the interested parties, to establish effective communication (in Georgian and English), to participate in the discussion and to justify one's position with arguments.

Volume and Structure of Program

The bachelor's program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits.

1 credit includes 25 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the specificity of the program and student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

Within the framework of the bachelor's program, the student's workload includes contact and independent work and consists of: attending lectures, working in a working group, practical and laboratory studies, preparation and passing of mid-term and final exams; practice (passing practice, preparing and defending a practice report); Preparation and defense of a bachelor's thesis.

The Bachelor's program of Business Administration includes 240 credits, including:

Mandatory component	195 credits
Free component which is focused on the development of general, transfereable skills	24 credits
Mandatory study courses of the main field of study	162 credits
Bachelor's project	9 credits
Optional Component	45 credits
Optional courses of the main field of study	9 credits
Optional studying courses / Free credits of the program	36 credits

Note: As part of the specialty training courses, a number of training courses are offered in an alternative form in English according to the student's wishes. The prerequisite for studying the mentioned training courses is knowledge of the English language at least at the B2 level (along with other prerequisites for admission, if there is such).

To complete the program, it is mandatory to reach the B2 level of the English language within the program, pass (the program provides teaching of the English language at the B2 level) or documentary confirmation. It is possible to confirm knowledge of English language at the B2 level by an internal university exam. A student is exempted from learning English if he/she proves his/her knowledge of English at B2 level by internal university exam or documentary confirms. In this case, the credits intended for the English language in the program can be taken by the student, like free credits, through the training courses available within the programs of the relevant level operating at the university, observing the prerequisites for admission to the training course. Within the framework of the program, the student's level of English language proficiency is determined by an internal university exam or on the basis of the submitted document, and the student starts learning English at the appropriate level. A student who needs to start from the initial level of English learns the mentioned levels (A1, A2, B1.1 and B1.2 level) by utilizing the free credits provided by the program.

The student has the opportunity to create his own profile by combining mandatory, optional or free study courses of the specialty. The student can choose free study courses from the educational programs of the relevant level operating in the university, taking into account the conditions of admission.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8-9 are midterm exams, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the proper additional exam at least 5 days after the announcement of the final exam results.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

The student's knowledge assessment system is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case a student receives a negative grade (FX), he/she has the right to take an additional exam in the same semester. The interval between the final and the proper additional examination should be no less than 5 days after the announcement of the results.

A student will be admitted to the additional exam even if he/she passed the minimum limit for the final positive assessment (51 points), but failed to pass the minimum limit for the final exam.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The minimum competency limit for the mid-term assessment is 50%.

Credit can be granted if the result obtained by the student meets the following conditions:

- a) passed the minimum limit of the final exam (the minimum limit of the final exam is 50%+1 point);
- b) scored at least 51 points out of the maximum 100 points of the final assessment.

The maximum evaluation of the training course is 100 points, which includes mid-term and final assessments.

The specific share of the final exam is determined for each training course within the academic freedom of the implementing staff, but not more than 40% of the overall assessment (in the case of practice and bachelor's thesis, a different distribution of points is possible).

The staff implementing the training course, taking into account the specificity of the training course, is authorized to define different (higher) minimum competency limits for midterm and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specificity of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final

assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

The purpose of evaluation of training courses is to confirm the achievement of the learning outcomes of the relevant training course by each student, using objective and transparent criteria focused on the teaching goals of the training course and its specificity.

In order to measure the learning outcomes achieved by the student within the study program and to objectively and fully evaluate the acquired knowledge, both formative and determinative evaluation forms are used. The purpose of using formative assessment is to promote the development of a student and improve the quality of learning, and the subject is the learning process. The purpose of using deterministic assessment is to control the quality of learning; Determining the student's level of achievement in relation to the goals defined by the syllabus(es) of the study course, determining the level of academic achievement. And the subject of assessment is - the result of learning - knowledge-skills and their application in practice.

The student's deterministic evaluation is done by a multi-component system and takes into account two constituent elements – mid-term (current) assessment and final exam assessments. Each element has its percentage share in the overall assessment system;

The final grade is the sum of the midterm grade and the final exam grade.

The midterm assessment element is divided into components (work in a working group, practical learning, midterm exam, presentation, etc.) that have their percentage share within this element. Depending on the specificity of a specific study course, the components included in the mid-term assessment element are specified, the activities to be performed by the student for each assessment component and the assessment procedure are determined by the leading lecturer of the relevant study course.

The assessment components and their specific share are outlined in the syllabus of each study course. Information about the assessment system and components is available to students.

In order to measure the learning results achieved by the student within the study program and to objectively and comprehensively assess the acquired knowledge, both formative and summative assessment forms and diverse methods are used, such as: homework, practical exercise/task, quiz, test, seminar, oral and written survey, Presentation, abstract, case analysis (written; oral) and others.

Field of Employment

A possible field of employment for a graduate of the bachelor's program in business administration is state, public and/or private organizations of various profiles in the sector (public organizations, industrial and business structures, foreign-Georgian joint enterprises). Based on the sectoral and general competencies acquired within the program, the graduate can: occupy the position of specialist

and/or manager of various sectors; Practically carry out basic professional functions in the direction of management, marketing and/or finance (organizational-management, administrative-economic, informational-analytical) both independently and while working in a group. Graduates will also be able to engage in entrepreneurial activities and lead micro and small businesses in various industries.

Bachelor's Educational Program of Informatics

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 610-23, 16.10.2023

Approved by the decision of the Governing Board:

Resolution No. 33, 18.10.2023

Level of Higher Education: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian/The student has the opportunity to take several courses in English

Type of educational program: Academic, basic

Detailed field name and code: 0613 Development and Analysis of Software and Applications

Awarded qualification: Bachelor of Informatics

Duration of studying: 8 semesters

Educational program volume: 240 credits

Head of the program: Besik Tabatadze, associated professor, Mob: (+995) 599991902;

Email: tabatadze.besik.eu.edu.ge

Relevance of Program

The role of information technologies in the process of globalization is increasing. In the 21st century, along with the introduction of technological innovations, the creation of artificial intelligence and the rapid development of the digital world, the demand for human resources with this profession has increased significantly. This implies an increase in the demand for software and the creation of software products, which requires highly qualified staff knowledgeable in this field.

Taking into account the above, the training of informatics is an important and relevant issue for the development of the country's economy, commerce, technology and many other fields. Based on the pace of development of the field, the present bachelor's program is particularly relevant, both in response to the current processes in the country and to the technological challenges of the world.

Prerequisites for admission to the program

The following will be admitted to the bachelor's educational program of Informatics:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

Mandatory subjects for enrollment in the program are: Georgian language and Literature, foreign language (English language, Russian language, German language, French language), Mathematics/Physics.

The number of seats for each subject (Mathematics/Physics) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the head of the program before the announcement of seats.

Minimum competence limit for unified national exams - overcoming the minimum limit defined by the legislation.

The ones will get the right to study on the program without passing the unified national exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order №10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The goal of the bachelor's program in informatics is to produce a graduate who:

- possesses competence in the field of informatics; conducts research, makes, develops or implements informatics profile projects in various fields;
- while fulfilling his professional obligations, realizes the ethical and social aspects in the field of informatics;

- independently continues to master new technologies in the field of informatics or receives education at the next level of education.

Learning Outcomes

The consistent and full implementation of the goals set by the bachelor's program ensures the achievement of learning outcomes corresponding to the description of the qualifications of the first level (Bachelor's degree) of the higher education qualifications framework:

Knowledge and Understanding

Describes the theoretical bases of informatics, defines the technologies needed for software development.

Discusses the importance of applying key concepts from computer science and other related disciplines to the software development process.

Skills

Performs complex, computationally intensive problems using appropriate technologies.

Analyzes a complex, computational problem. Evaluates the appropriateness of using the principles of informatics and appropriate subject areas to determine the way to solve the given problem.

communicates effectively on professional issues; Participates effectively in group discussions across program disciplines.

independently searches for, selects and uses relevant, new technologies; Considers the basic subject area for which the software is intended. He/she plans his/her own professional development taking into account individual learning requirements.

Responsibility and Autonomy

Identifies challenges in the field of informatics and outlines ways to deal with them with professional responsibility based on ethical principles.

Volume and Structure of Program

The bachelor's program is made on the basis of ECTS, is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits.

1 credit includes 25 astronomical hours. A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the specificity of the program and student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

The Bachelor's program of Informatics includes 240 credits, including:

Mandatory component	198 credits
-Free component which is focused on the development of general, transfereable skills	34 credits
-Mandatory study courses of the main field of study	144 credits
-Practice	5 credits
-Bachelor's thesis	15 credits
Optional Component	42credits
Optional courses of the main field of study	27 credits

- Free component, which is also focused on the development of general transferable skills and within which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, observing the prerequisites for admission to the study course.

To complete the program, it is mandatory to reach the B2 level of the English language within the program, pass (the program provides teaching of the English language at the B2 level) or documentary confirmation. It is possible to confirm knowledge of English language at the B2 level by an internal university exam. A student is exempted from learning English if he/she proves his/her knowledge of English at B2 level by internal university exam or documentary confirms. In this case, the credits intended for the English language in the program can be taken by the student, like free credits, through the training courses available within the programs of the relevant level operating at the university, observing the prerequisites for admission to the training course. Within the framework of the program, the student's level of English language proficiency is determined by an internal university exam or on the basis of the submitted document, and the student starts learning English at the appropriate level. A student who needs to start from the initial level of English learns the mentioned levels (A1, A2level) by utilizing the free credits provided by the program.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Namely, weeks 17 and 19 are the period for final exams, and weeks 20 and 21 are the period for additional final exams. The interval between the final and the proper additional exam should be at least 5 days after the announcement of the results of the final exam. In the 8th or 9th week, midterm exams are held.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

The student's knowledge assessment system is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

a) 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.

b) Two types of negative assessment:

- (FX) failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- (F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case a student receives a negative grade (FX), he has the right to take an additional exam in the same semester. The interval between the final and the proper additional examination should be no less than 5 days after the announcement of the results.

A student will be admitted to the additional exam even if he/she passed the minimum limit for the final positive assessment (51 points), but failed to pass the minimum limit for the final exam.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The minimum competency limit for the mid-term assessment is 50%.

Credit can be granted if the result obtained by the student meets the following conditions:

- a) passed the minimum limit of the final exam (the minimum limit of the final exam is 50%+1 point);
- b) scored at least 51 points out of the maximum 100 points of the final assessment.

The maximum evaluation of the training course is 100 points, which includes mid-term and final assessments.

The staff implementing the training course, taking into account the specificity of the training course, is authorized to define different (higher) minimum competency limits for midterm and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specificity of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

A graduate of the foregoing educational program can be employed in a web studio, an internet company, an advertising agency, any company that has a specialized department for software development. The level of competence of graduates corresponds to such positions as: programmer, developer, etc.

The profession responds to modern challenges, is one of the highly paid fields, and also allows for remote employment both within and outside the country.

Bachelor's Educational Program of International Relations

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 610-23, 16.10.2023

Approved by the decision of the Governing Board:

Resolution No. 32, 18.10.2023

Level of Higher Academic Education: (I level of higher academic education)

Instruction language: Georgian

Type of educational program: academic, basic

Detailed field name and code: 0312 Political Sciences and Fundamentals of Citizenship

Awarded qualification: Bachelor of International Relations

Duration of studying: 8 semesters

Educational program volume: 240 credits

Head of the program: affiliated assist. professor, Tatia Dolidze ,

Email: tatia.dolidze@eu.edu.ge

Relevance of Program

In the modern international system wrapped in a web of interdependence, it is impossible for states to cope with the challenges of national security and meet the requirements of economic well-being without international cooperation. In the conditions of ever-increasing political globalization, therefore, international relations appears as one of the most necessary and relevant educational programs, as its main subject of study is the nation-states and the international organizations through which they interact with each other. The mentioned one is especially relevant for a small country like Georgia, whose realization of national interests depends on foreign political decisions made in relation to powerful states, integration in international organizations or other types of international involvement. At the same time, the challenges facing the modern world are complex in nature and go beyond not only national, but also disciplinary boundaries, which additionally determines the relevance of international relations as a global thinking-oriented and interdisciplinary program.

Prerequisites for admission to the program

The following will be admitted to the bachelor's educational program of International Relations:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

- a) Georgian language and Literature (The entrant must pass the minimum competency limit;
- b) English language- minimum competence limit 51%;
- c) One of the following subjects: History/Mathematics/Civil Education/Geography (The entrant must pass the minimum competence limit established by Law). The number of seats for each subject should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The ones will get the right to study on the program without passing the unified national exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order №10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

- I. To prepare highly qualified international relations specialists with knowledge and skills corresponding to the requirements of the European educational space and the employment market, who will be able to work productively in policy-making, executive, analytical and representative positions.

- II. To develop students' holistic and multidisciplinary thinking, and "soft" and "hard" skills, which are important for analyzing, preventing, responding to, or managing the risks associated with the complex and multifaceted problems facing the international system.
- III. To support students to develop civic responsibility, general human and European values, or moral and ethical norms, which are necessary for a decent professional activity in the field of international relations.

Learning Outcomes

The consistent and full implementation of the goals set by the program ensures the achievement of the corresponding results of the first-level (Bachelor's degree) qualification descriptor of the higher education qualifications framework, namely:

Knowledge and Understanding

1. The student names the main subjects of International Law, describes the key international contractual and customary norms applicable among them, and explains their role in protecting and strengthening the international legal order;
2. The student formulates the basic principles of economics at the micro, macro and international levels and explains the relation of economic decisions to political, legal, social or ecological processes.
3. The student identifies state, regional or international security challenges, distinguishes their legal, political and economic nature and discusses ways to deal with them.
4. The student explains the key concepts, ideas or principles that define politics, compares political systems and regimes of different natures, and tells the history of the development of political theories and practices.
5. The student reviews international and regional integration processes of an intergovernmental or supranational nature, describes the foundations of foreign policy formation in large and small countries, and analyzes the interaction of domestic and foreign policies.

Skills

6. The student evaluates the international, European or domestic legal situation as a basis for carrying out a specific policy, or as a facilitating or hindering factor;
7. The student determines the economic expediency of domestic and foreign political decisions and predicts the ecological, social, political price of a number of economic calculations;
8. The student reflects ways to deal with the contemporary challenges of national, regional and international security and economic well-being using the studied concepts and theories;

9. The student foresees the behavior of states and discusses world state, regional and world politics from a multidisciplinary, comparative and historical perspective;
10. The student applies basic research, digital and academic writing skills, as well as English and a second foreign language of his/her choice from the working languages of the United Nations, to seek new information and to communicate orally and in writing.

Responsibility and Autonomy

11. The student recognizes European and general human values, such as human rights and basic freedoms, sustainable development, Rule of Law, democracy, and recognizes the importance of civil responsibility in terms of their protection;
12. The student recognizes the need to observe ethical and moral norms in international relations, and recognizes the importance of political, diplomatic and legal conflict resolution mechanisms for world peace.

Volume and Structure of Program

The bachelor's program is based on the European Credit Transfer System (ECTS).

1 credit includes 25 astronomical hours; A credit in a unit of time (hours) reflects the amount of contact and independent work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits (in total 6000 hours); during the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

Within the framework of mandatory and optional components of the main study area, the program provides the knowledge in the fields of Economics, International Law, Security, Political Philosophy and Foreign Policy in the context of International Relations, and also includes training courses focused on developing and deepening the specific professional knowledge and skills of the field. In particular:

8 compulsory study courses are united under the umbrella of foreign policy; In the direction of Political Philosophy, the program includes 7 mandatory study courses; Security issues are covered by 6 mandatory training courses; direction of International Law has 4 mandatory study courses, and direction of Economics – 3 mandatory study courses (8:7:6:4:3).

Optional training courses are offered in the following quantities: 7 optional training courses are united under the umbrella of foreign policy; In the direction of Political Philosophy, the program includes 4 optional courses; Security issues are also covered by 4 optional training courses; The direction of Economics has 5 optional courses, and the direction of International Law - 5 optional courses

(7:4:4:5:5).The student is given the opportunity to decide for himself/herself whether to follow a balanced interdisciplinary approach or to deepen his/her knowledge in one of the specific above-mentioned directions, and within the framework of the mandatory component, the program is focused on creating an interdisciplinary basis for the student to understand international relations.

In addition, the program includes 1 compulsory study course in the form of research methods and 9 optional study courses that serve to develop individual professional skills.

As a free component, the program also includes compulsory training courses focused on the development of general, transferable skills, including foreign languages. The study of the English language starts from the B1 level and the knowledge is deepened including the B2 level. As a second foreign language, the student can choose any of the other 5 working languages of the United Nations and study from level A1 to B2 (including B1.2).

Within the framework of the free component, 10 free credits are programmatically allocated, within which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, observing the prerequisites for admission to them; The workload of the optional free component is also to ensure the flexibility of the program in the context of inter-university mobility and, if there is required, to support students to master the lower levels of English language knowledge (A1, A2),the teaching of which isn't contemplated in the standard case.

The classification of subjects in accordance of the study areas and the above-mentioned prioritization aims to add consistency to the program and bring it under a single logical framework, which minimizes the risk of confusing knowledge in different disciplines.

Chart #1: Orientation Map of Interdisciplinary Program of International Relations

<p>Topic: International Law</p> <p>Mandatory (4)</p> <ol style="list-style-type: none"> 1. Introduction to International Law 2. International Public Law 3. International Agreements 4. International Law of Human Rights 	<p>Topic: Economics</p> <p>Mandatory (3):</p> <ol style="list-style-type: none"> 1. Principles of Economics: Microeconomics 2. Principles of Economics: Macroeconomics 3. International Political Economy
<p>Optional (5)</p> <ol style="list-style-type: none"> 1. Diplomatic and Consular Law 2. International Criminal Law 3. Modern State and Democracy 4. EU Law 	<p>Optional (5):</p> <ol style="list-style-type: none"> 1. Geoeconomy 2. Economy of the European Union 3. Post-communist economic transition 4. Green Economy

5. Fundamentals of Jurisprudence	5. International economic relations
Topic: Security Mandatory (6): 1. Theories of International Security 2. National Security Policy 3. Resolving international conflicts 4. European and Euro-Atlantic Security 5. Analysis of Georgia's conflicts 6. Production of Hybrid Warfare	Topic: political philosophy Mandatory (7): 1. History of Political Opinion 2. Political Ideologies 3. Governance Systems 4. Theories of International Relations 5. Comparative Politics 6. Europeanization and Democratization 7. Public Policy
Optionals (4): 1. Theories of War 2. Understanding of Military Operations 3. International Terrorism 4. Energy Security of Georgia	Optional(4): 1. Party Politics 2. Political PR 3. Holocaust Narrative 4. Theories of European Integration
Topic: Foreign Policy Mandatory (8): 1. Introduction to International Relations 2. History of Diplomacy 3. International Organizations and Integration Processes 4. Stories of European Integration 5. Foreign Policy of Georgia 6. International Energy Relations 7. Post-Soviet Policy 8. Analysis of Foreign Policy	Topic: Professional Skills Mandatory (1) 1. Research methods
Optionals (7):	Optionals(9): 1. Writing projects

1. Regionalization Pprocesses in the South Caucasus	2. Public speaking
2. EU Institutions and Governance	3. Negotiations and Mediation
3. American Foreign Policy	4. The Art of Debate
4. Foreign Policy of Russia	5. Advocacy and Lobbying
5. Foreign Policy of China	6. Strategic Planning
6. Politics of the Middle East and North African regions	7. Social Media and Strategic Communication
7. Institutions and Development	8. Practice
	9. Professional Career Development

The distribution of credits between the main field of study and free components of the educational program is as follows:

- The total volume of mandatory and optional components of the main study area is 181 credits, including:

- a) Mandatory component of the main field of study - 145 credits;

- b) Optional component of the main field of study - 36 credits;

- The total amount of mandatory and optional free components is 59 credits, including:

- a) Mandatory free component - 49 credits;

- b) Optional free component - 10 credits.

Assessment System of Student's Knowledge

The assessment of the student's knowledge in the bachelor's educational program of International Relations is based on criteria that determine whether the student possesses the learning outcomes defined by the program component.

The assessment system of a student's knowledge is in accordance with the "Rules for calculating credits for higher educational programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcomes is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

- (FX) failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- (F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week . Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded. The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specificity of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specificity of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

A graduate of the program of International Relations can work in the public, private or non-governmental sector on policy-making, executive, analytical and representative positions.

In the public sector, specialists of International Relations are mostly employed in the Ministry of Foreign Affairs or in the departments of International Relations of any other ministry or state agency, as well as in intergovernmental regional and international organizations, in any of their agencies or institutions; In the private sector, the specialists of International Relations can be found mainly in transnational corporations and other organizations with an international profile, including educational and research organizations; And in the non-governmental sector, the specialists of International Relations are mainly employed by local, regional or international non-governmental organizations and analytical centers.

Bachelor's Educational Program of Law

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 64-23, 19.04.2023

Approved by the decision of the Governing Board:

Resolution No. 6, 27.04.2023

Level of Higher Education: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian/The student has the opportunity to take several courses in English

Type of educational program: academic, basic

Detailed field name and code: 0421 Law

Awarded qualification: Bachelor of Law

Duration of studying: 8 semesters

Educational program volume: 240 credits

Head of the program: Levan Meskhoradze, affiliated associated professor, Email: levan.meskhoradze@eu.edu.ge

Co-head of the program: Eka kavelidze, PhD, Email: kavelidze.eka@eu.edu.ge

Relevance of Program

Law, as the legal basis for the organization of society, the state and public or private institutions, does not lose its relevance, but gains more over time. Also, along with the development of law, its importance and function in society increases. In Georgia, democratic, state institutions are still at the stage of development, therefore, solving legal problems in the society is becoming more and more urgent. Completely new legal and public relations are being formed, which are naturally accompanied by additional legal problems and disputes, which is why the solution of legal problems is increasingly urgent and necessary.

Taking into account the diverse public, institutional and interstate relations, it is extremely important that the relevant branches of Law and on-depth knowledge of norms and their effective implementation. Thus, the relevance of the bachelor's educational program of Law also stems from the mentioned factor.

Law and legal norms as a whole form the legal basis of any type of relationship, therefore, its knowledge and implementation are of crucial importance for the functioning of a legal and democratic state and society

Accordingly, the training of qualified lawyers with fundamental and practical skills is an inevitable necessity.

It is noteworthy as well, that Georgia is becoming more interesting for foreign investors day by day. New investments are made, new companies are formed, which undoubtedly require legal regulation, which once again adds relevance to the profession of a lawyer.

Prerequisites for admission to the program

A person with a document confirming a complete general education or equivalent, who has obtained the right to study at a European university based on the results of the unified national exams, has the right to enroll in the bachelor's educational program of Law.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

- a) Georgian language and Literature(The entrant must pass the minimum competency limit)
- b) One of the following foreign languages: English, German, French, Russian (the entrant must pass the minimum competence limit);
- b) One of the following subjects: History/Mathematics/Civil Education(The entrant must pass the minimum competence limit established by Law). The number of seats for each subject should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The ones will get the right to study on the program without passing the unified national exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The goals of the bachelor's educational program of Law are as follows:

- 1) to prepare a competitive, qualified lawyer in the local and international labor market, who will have a broad knowledge of National Law, and in-depth knowledge of Public, Private, Criminal or International Law;
- 2) to train a specialist who, based on the acquired knowledge, will be able to identify, solve, evaluate, reason, substantiate legal problems, keep legal documents, search for sources of Law (scientific publications, legislative amendments, court decisions) and follow and process innovations in jurisprudence and the ability to convey a reasoned position in written and oral form;
- 3) also, to train a specialist with professional and ethical values, carrying social responsibility and democratic values.

Learning Outcomes

Knowledge and Understanding

After completing the bachelor's program of Law, the student:

Outcome I: describes the essence of Law, its main principles, system, legal systems; the historical sources of Georgian Law, the structure and function of legal norms, interpretation methods and existing theories in the field of Law;

Outcome II: discusses the concept of the state, its function, the forms of state governance and territorial organization, as well as the peculiarities of the national model, the main aspects of constitutional law, principles, theories. Conceptual and value issues of human rights, principles of restrictions and the main specifics of the national protection mechanism, forms and principles of activity of administrative bodies, peculiarities of constitutional and administrative proceedings.

Outcome III: describes the system of Private Law, principles, existing theories in the field of Private Law; the general concepts and principles of Civil Law, as well as the basic issues of Commercial Law, including contractual and legally binding relations, Family Law, Business Law; Importance of entrepreneurial freedom and national tools for its protection. National mechanisms for the protection of labor rights. Peculiarities of civil proceedings;

Outcome IV: enlists and describes the principles and general concepts of Criminal Law, the essence, types and categories of crime, the system of punishments, stages and features of criminal proceedings;

Outcome V: discusses the system of International Law, basic principles and institutions, sources; customary norms in International Law; international legal and political institutions, the peculiarities of the use of international agreements and conventions at the national level; international courts and tribunals, including their rules and procedures; mechanisms of international legal responsibility, the relationship between International and National Law.

Outcome VI: Determines the causes of the legal dispute, its main characteristics and the ways to resolve them by legal means.

Skills

After completing the bachelor's educational program of Law, the student:

Outcome VII: Uses legal writing and research skills. will find the relevant normative framework and legal sources and apply them to a specific legal problem. Makes the required legal documents, including civil and administrative agreements, legal acts, procedural documents, drafts of individual and normative administrative acts; Develops research or practical projects according to guidelines defined in advance.

Outcome VIII: identifies complex and unforeseen problems in the field of Law and develops ways to solve them using standard and/or innovative methods; Also, he/she will develop a strategy and tactics for resolving of dispute, taking into account the legal means of resolving of dispute and ethical norms; Among them, he/she analyzes legal issues from different perspectives; develops different theses for solving legal problems and justifies the chosen approach; Analyzes legal norms, sources, methods as well and uses them:

- For determining/evaluating the factual circumstances of the case;
- Also for justifying one's positions in a legal dispute;
- For the implementation of one or another legal actions and/or;
- In order to solve any legal problem.

Outcome IX: Develops and substantiates his own opinions about legal problems and ways to solve them with specialists and non-specialists orally and in writing, using relevant information and communication technologies, in Georgian and/or English languages;

X Outcome: Searches and selects the required information, including sources of National and International Law, legislative changes, Case Law, scientific news, electronic library systems and other databases, through basic legal information systems.

Responsibility and Autonomy

After completing the bachelor's educational program of Law, the student:

XI Outcome: Recognizes the importance of the lawyer's ethical standards, acts in accordance with the lawyer's ethical and professional behavior norms. respects human rights, participates in the process of relevant legal proceedings, respecting and taking into account legal values;

XII Outcome: conducts activities focused on the development of oneself and others, observing the basic principles of individual and team work;

XIII Outcome: Demonstrates the ability to constantly update his/her knowledge, following the principle of "lifelong learning".

Upon completion of the Bachelor's program of Law, upon selection of a concentration of International Law, the student will:

I Outcome: applies the precedents of the Strasbourg Court in both criminal and civil proceedings;

II Outcome: Prepares documents related to proceedings in the European International Court of Justice.

Upon completion of the Bachelor's program of Law, upon selection of a concentration of Public Law, the student will:

I Outcome: solves cases in the direction of constitutional law using the method of solution;

II Outcome: reviews constitutional-legal issues in terms of the experience of different countries;

III Outcome: independently prepares the required documents for administrative proceedings;

IV Outcome: Participates in administrative proceedings taking into account the specifics of the case and existing procedural norms.

Upon completion of the Bachelor's program of Law, upon selection of a concentration of Criminal Law, the student will:

I Outcome: solves cases in the direction of Criminal Law using the method of solving;

II Outcome: prepares important procedural documents for criminal proceedings;

III Outcome: prepares and demonstrates the opening and closing speech independently, as well as the version in the criminal case, conducts direct and cross-examination, participates in the jury trial, taking into account the specifics of the case and existing procedural norms.

Upon completion of the Bachelor's program of Law, upon selection of a concentration of Private Law, the student will:

I Outcome: solves cases in the direction of Private Law using the method of solution;

II Outcome: reviews issues of Private Law in terms of the experience of different countries;

III Outcome: independently prepares the required documents for civil proceedings;

IV Outcome: Participates in civil proceedings taking into account the specifics of the case and existing procedural norms.

Volume and Structure of Program

Bachelor's Program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals and results of the educational program.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits.

1 credit includes 25 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes.

Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

Bachelor's Program of Law includes 240 credits, including:

Mandatory free component focused on the development of general, transferable skills - 29 credits;

Mandatory courses of the main field of study (including practical component - 10 credits) - 149 credits

Optional courses of the main field of study - 4 credits

Concentration- 30credits

Optional free component, which is also focused on the development of general transferable skills and within the framework of which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, in compliance with the prerequisites for admission to the study course - 28 credits.

A number of study courses are offered in an alternative form in English according to the student's wishes. The prerequisite for studying the mentioned training courses is knowledge of the English language at least at the B2 level (along with other prerequisites for admission, if there is such).

The program provides an opportunity to choose one of 4 concentrations (Public Law, Private Law, Criminal Law, and International Law). Concentrations include both mandatory and optional courses.

One academic year consists of 42 weeks. One semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Namely, weeks 18 and 19 are the period for final

exams, and weeks 20 and 21 are the period for additional final exams. The interval between the final and the proper additional exam should be at least 5 days after the announcement of the results of the final exam. In the eighth/ninth week, mid-term exams are held, except the legal practice.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

The assessment system of a student's knowledge is in accordance with the "Rules for calculating credits for higher educational programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

a) 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.

b) Two types of negative assessment:

- (FX) failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- (F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case a student receives a negative grade (FX), he/she has the right to take an additional exam in the same semester. The interval between the final and the proper additional examination should be no less than 5 days after the announcement of the results.

A student will be admitted to the additional exam even if he/she passed the minimum limit for the final positive assessment (51 points), but failed to pass the minimum limit for the final exam.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment (midterm assessment 50%) is exceeded.

Credit can be granted if the result obtained by the student meets the following conditions:

- a) passed the minimum limit of the final exam (the minimum limit of the final exam is 50%+1 point);

b) scored at least 51 points out of the maximum 100 points of the final assessment.

The maximum evaluation of the training course is 100 points, which includes mid-term and final assessments.

The staff implementing the training course, taking into account the specificity of the training course, is authorized to define different (higher) minimum competency limits for midterm and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specificity of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

A graduate of the Bachelor's program of Law can work in the public or private sector in any position that requires an academic degree of Bachelor of Law and is not required by law to pass a state qualifying exam. Potential sectors of employment are ministries, the Parliament of Georgia, general courts, the Constitutional Court, various public law legal entities, non-governmental organizations, private companies and organizations of various profiles, private law offices, legal companies, etc.

Bachelor's Educational Program of Tourism

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 64-23, 19.04.2023

Approved by the decision of the Governing Board:

Resolution No. 6, 27.04.2023

Level of Higher Academic Education: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian

Type of educational program: academic

Detailed field name and code: 1015 Travelling, Tourism and Holidays

Awarded qualification: Bachelor of Tourism

Duration of studying: 4 years (8 semesters)

Educational program volume: 240 credits

Head of the program: Professor, Dr. Maia Azmaiparashvili , mob: (+995) 577 771135, Email: azmaiparashvili.maia@eu.edu.ge

Relevance of Program

The field of travel and tourism, as an intersectorial complicated complex, operates through a vast network of interconnected and related industries, as well as other supporting industries. The value chain of the tourism sector requires different approaches, which is reflected in the process of personnel training. Rapid development and changes in the field of tourism naturally lead to an adequate increase in demand for specialists. Increasing the competitiveness of national tourism in the international arena, establishing a suitable place in the world market of tourism, overcoming new challenges, planned development of tourism and contributing to the economic progress of the country, significantly depends on the training of qualified personnel. Training of competitive personnel for the national tourism industry should be an important task of the bachelor's educational program of Tourism.

The crisis is an opportunity for the tourism sector to undergo transformation and to become resilient, transforming, accelerating recovery. The unprecedented impact of the pandemic requires new approaches, innovations, initiatives and appropriate responses. The current sector relies on quality education and qualified resources, a new workforce equipped with the required theoretical knowledge and the ability to analyze current events and processes in global tourism. By taking into consideration

the requirements of the labor market, the main challenge is the lack of skilled and diverse skilled workers. The developed bachelor's educational program of Tourism provides the tourism industry with qualified and motivated personnel based on modern knowledge, which is a prerequisite for the long-term development of the same industry.

Prerequisites for admission to the program

There will be enrolled at the Bachelor's educational program of Tourism, a person with a document confirming the complete general education or equivalent, who will be entitled to study at a European University based on the results of the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

- a) Georgian language and Literature(The entrant must pass the minimum competency limit)
- b) One of the following foreign languages: English, German, French, Russian (the entrant must pass the minimum competence limit);
- c) One of the following subjects: History/Mathematics/Geography(The entrant must pass the minimum competence limit established by Law). The number of seats for each subject should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The ones will get the right to study on the program without passing the unified national exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The mission, vision and values of the European University, as well as the main goals and tasks of the Faculty of Business and Technology, are clearly reflected in the bachelor's educational program of Tourism. It also takes into account the requirements of the local labor market and international market trends, as well as the successful experience of bachelor's programs of Tourism implemented by local and foreign universities. On the basis of the mentioned one, the bachelor's program of Tourism is focused on preparing competitive, socially responsible specialists with a bachelor's degree in tourism by offering education in accordance with modern standards of higher education and equipping them with the competencies required in the labor market.

1. Taking into account the above mentioned, **the aim of the bachelor's program** in tourism is as follows:
2. 1. **to provide** knowledge about tourism and related functional areas, which includes critical understanding of complex issues, theories and principles of tourism; to gain knowledge on the economic importance of tourism, the sectoral structure of the tourism industry, tourism policy, management and planning issues;
3. **to develop** practical skills in the evaluation and analysis of tourism resources and potential, the formation, development and sale of tourism products;
4. **To develop** skills that will help to independently identify current problems in the field of tourism and plan strategies to solve them, taking into account socio-economic aspects and ethical norms.

The consistent and full implementation of the goals set within the framework of the bachelor's program ensures the achievement of learning outcomes corresponding to the first level (Bachelor's) qualification descriptor of the higher education qualifications framework.

Learning Outcomes

Successful completion of the training courses offered by the program curriculum will help the graduate to develop/reinforce field competencies (as well as general skills that are clearly reflected in the syllabi of individual courses). In particular, as a result of the completion of the bachelor's educational program of Tourism, the graduate will develop the following competencies:

1	Describes the essential factors, theories, concepts, principles and processes of tourism activities of tourism and related functional areas; as well as, the economic characteristics of the field of tourism, economic impact, financial, political-legal, social-cultural, ecological issues.
2	Discusses the processes of sectoral activities of the main and auxiliary sectors of the tourism industry, issues of planning, implementation and management of tourism products and

	services; the results of the business activity of the tourist enterprise, the driving forces of competition; general principles of management of organizational processes related to tourism.
3	Identifies qualitative characteristics of tourism resources and potential; differentiates the resources and potential of the resort-recreational economy of Georgia and other countries; Discusses the prospects of perfecting the tourism product.
4	Analyzes the strategic approaches of positioning the tourist destination in relation to the target markets; considers the tourist destination as an opportunity for the development of regional tourism; Classifies the units/subjects included in the structure of the tourism industry.
5	Determines the means and methods of obtaining marketing information, the principles of marketing and sales management; Based on the collection of marketing data, the evaluation and connection of the trends of the world and local tourism markets, classifies and analyzes them; Wisely uses proven methods and tools for the development, implementation and sale of tourism activities, products and services.
6	Analyzes current events and processes in the field of tourism with statistical methods and techniques; problems and modern challenges in the tourist market.
7	Determines the main factors that affect the safety of tourism, separates the types of danger and risk; Uses measures to ensure the safety of tourists.
8	Forms ideas, solutions to problems in the field of tourism and prepares a detailed written report/presentation as well as communicates connected with the industry issues.
9	Independently researches and identifies challenges in the field of tourism and outlines ways to deal with them in compliance with recognized principles and ethical norms in the field of tourism. Develops a professional development plan for oneself and others, using the principles of teamwork.

Volume and Structure of Program

Bachelor's Educational Program of Tourism is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals and results of the educational program.

The duration of the program is 4 academic years (8 semesters) and includes 240 (ECTS) credits (6000 hours in total).

1 credit includes 25 astronomical hours. A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

The university is authorized, based on the educational goals, to implement the teaching-learning process with a partial load within the framework of the educational programs of Bachelor's degrees.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8-9 are midterm exams, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the proper additional exam at least 5 days after the announcement of the final exam results.

Bachelor's Program of Tourism includes 240 credits, including:

- **Training courses of the main field of study** - mandatory training courses - 166 credits, including practice - 6 credits and bachelor's project - 5 credits; Also, optional training courses - 15 credits;

Free component focused on the development of general/transferable skills - mandatory training courses - 49 credits, optional training courses - 10 credits.

***Note:** Free optional educational courses are chosen from the existing educational programs within the framework of any educational program of the relevant level operating in the university, in compliance with the prerequisites for admission.*

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

The assessment system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week . Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

The aim of the evaluation methods reflected in the syllabuses of the bachelor's program of Tourism is to confirm the achievement of the learning outcomes of the relevant course by each student using objective and transparent criteria focused on the goals of the course and its specificity.

Field of Employment

The field of tourism offers many and attractive employment opportunities. A graduate of the bachelor's educational program of tourism can be employed in various organizational and legal forms of the tourism sector, on the administrative position of small and medium-sized structural subdivisions, in tourist companies, in the hotel industry, in the National Tourism Administration of Georgia, in the Department of Tourism of Adjara, in the Agency for Protected Areas, in protected areas and national parks. In regional local self-government units, tourism information centers, tourism and hotel business consulting companies, industry associations of tourism.

Bachelor's Educational Program of Finance and Banking

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 62-23, 27.02.2023

Approved by the decision of the Governing Board:

Resolution No. 1, 01.03.2023

Level of Higher Academic Education: Bachelor's degree (I level of higher academic education)

Instruction language: Georgian

Type of educational program: academic/basic

Detailed field name and code: 0412 Finance, Banking and Insurance

Awarded qualification: Bachelor of Business Administration in Finance

Duration of studying: 8 semesters

Educational program volume: 240 credits

Head of the program: Prof. Dr. Gocha Tutberidze, mob: (+995) 599 100 036, Email: g.tutberidze@esu.edu.ge

Relevance of Program

The relevance of the "Finance and Banking" bachelor's program is determined by the integration of Georgia into the world economy, the development of market institutions in Georgia, the ongoing transformational processes in the business and finance sector, the need to perfect the fiscal, monetary and credit policy and financial system of Georgia, the impact of the global business environment on Georgia's social and on economic development. Accordingly, the increased role of business, development of financial relations and the banking sector in these processes requires the training of a competitive specialist who will be able to participate in the implementation of financial policy, within the limits of his/her competences, to promote the raising of the company's financial efficiency and maximum profit in both private and state sectors, governmental and non-governmental structures, Also, successful practical activities in the public finance, finance-credit and banking sectors.

The foregoing bachelor's program is focused on preparing a bachelor of business administration in finance, who will be equipped not only with appropriate sectoral knowledge and skills, but also with

such key competencies that are important for the personal achievements and development of the graduate, for his/her social involvement and employment.

Prerequisites for admission to the program

There will be enrolled at the Bachelor's educational program, a person with a document confirming the complete general education or equivalent, who will be entitled to study at a European University based on the results of the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams: Georgian language and Literature, foreign language (English), Mathematics (The entrant must pass the minimum competency limit set by Law).

Minimum competence limit at unified national exams - overcoming the minimum limit defined by legislation.

The ones will get the right to study on the program without passing the unified national exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order №10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The mission, vision and values of European University LLC are vividly reflected in the "Finance and Banking" educational program.

The purpose of the "Finance and Banking" bachelor's program is to prepare competitive, socially responsible qualified specialists with the "Bachelor of Business Administration in Finance" degree, equipped with competencies corresponding to the requirements of the local and international labor market, who will be able to finance and carrying out activities related to banking.

The purpose of the bachelor's program for the student is as follows:

(1) to provide thorough knowledge in the main functional directions of business (Economy, Finance, Accounting, Management, Marketing), to master analytical tools required for solving problems in business.

(2) to deepen theoretical knowledge and strengthen practical skills in a specific functional area of Business Administration (Finance); To develop the skills necessary for successful activity in a managerial position, to prepare for employment in various aspects of management in local and/or international companies and for effective performance of relevant functions.

(3) To strengthen general competencies such as: analysis, synthesis, problem solving, communication, report preparation-presentation, critical thinking, group work, work planning-organization and time management, responsibility and organizational behavior skills.

(4) with the practical component of the educational program (business/role-playing games, business simulations, training projects, bachelor's thesis, professional practice in the organization) to promote the application of the knowledge and skills acquired by the student within the framework of a separate training course in practical situations and the strengthening of practical habits required for the implementation of activities.

Learning Outcomes

A learning outcome is considered a set of competencies that determine what a student/graduate should know, understand, and be able to do using this knowledge as a result of completing the educational process, or its individual stage.

As a result of completing the educational program, the student will develop the following competencies:

Knowledge and Understanding

Broad and thorough knowledge of Finance and Banking, based on which:

- (1) explains the theories, concepts and basic principles of business environment, finance and banking regulation, as well as terminology related to the field of Business Administration and Finance;
- (2) understands the basic principles and peculiarities of business, management, marketing, economics, statistics, theory of probability, banking and taxation, international financial and credit relations, bases of Business and Financial Law, accounting and financial accounting, bases of auditing, corporate finance, financial management, management accounting required for the professional activities to be carried out in the finance and banking sector.
- (3) discusses the peculiarities of organization and management of finances of state, local self-government bodies and corporations; lending mechanisms and types of modern banking services; the role, place, importance of financial activity in the operation of the organization;

- (4) comprehensively describes the nature and importance of public finances and financial markets; peculiarities of the development and functioning of the country's economy;
- (5) understands modern methods of optimal management of financial resources; specifics of banking, forms of credit services and modern currency circulation technologies; the role of consumption, savings and investments in the development of the economy;
- (6) realizes the importance of analyzing and evaluating the financial situation in the financial sector, the organization's financial characteristics and indicators, the methods of optimizing the company's financial activities, the peculiarities of corporate finance management and risks specific to investment projects.

Skills:

A graduate can:

- (7) establish the relationship between the theoretical and practical aspects of the fundamentals of Business Administration and Finance; to select and use different methods for the purpose of regulation, planning, organization and control mechanisms of the organization's business activity, analysis and evaluation of business activity;
- (8) analyze the company's financial situation using financial indicators, as well as issues related to the formation of the state budget and budgetary policy issues; To collect financial and accounting information, systematize it, perform multifaceted analysis, conduct activities in compliance with the norms established by the legislation of Georgia.

Responsibility and Autonomy

A graduate can:

- (9) perform work independently with minimal guidance or peer support in accordance with pre-agreed recommendations/instructions; To be accountable for the work done by him/her, to evaluate the results and to set improvement measures. To plan and implement a research/practical project related to the field of Finance and Banking (analysis of financial indicators, analysis of investment projects, etc.). To formulate his/her own approaches to the problems of modern finance and banking and to participate in the discussion using the acquired knowledge in practical activities and justify his/her position with arguments.

Volume and Structure of Program

Bachelor's Program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational

program.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits.

1 credit includes 25 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

Within the framework of the bachelor's program, the student's workload includes contact and independent work and includes: attending lectures, working in a working group, practical and laboratory studies, preparation and passing of imidterm and final exams; practice (going through practice, preparing and defending a practice report); Preparation and defense of a bachelor's thesis.

The Bachelor's program of Finance and Banking includes 240 credits, including:

Mandatory component	189 credits
Free component which is focused on the development of genereal, transfereable skills	35 credits
Mandatory/optional study courses of the main field of study	154 credits
including:	
• Optional courses of the main field of study	25 credits
• Practice	5 credits
• Bachelor's thesis	10 credits
Optional Component	51 credits

A free component that can be freely chosen
within any educational program 51 credits

Note: Within the framework of the free component, the choice is made from the training courses available within the relevant level programs at the university, following the prerequisites.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Namely, in weeks 8-9 there are held the midterm exams, weeks 18 and 19 is the period of final exams, and weeks 20 and 21 is the period of supplementary

final exams. There interval between the final exam and the proper additional exam must be at least 5 days after the announcement of the final exam results.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to acceptable qualifications as a result of studies. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

Assessment System of Student's Knowledge

The assessment system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcomes is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student

in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week. Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Assessment system of training courses:

The purpose of evaluation of training courses is to confirm the achievement of the learning outcomes of the relevant training course by each student, using objective and transparent criteria focused on the teaching goals of the training course and its specificity.

In order to measure the learning outcomes achieved by the student within the study program and to objectively and fully evaluate the acquired knowledge, both formative and determinative evaluation forms are used. The purpose of using formative assessment is to promote the development of a student and improve the quality of learning, and the subject is the learning process. The purpose of using deterministic assessment is to control the quality of learning; Determining the student's level of

achievement in relation to the goals defined by the syllabus(es) of the study course, determining the level of academic achievement. And, the subject of evaluation is - the learning outcome - knowledge-skills and their application in practice.

The student's deterministic evaluation is done by a multi-component system and takes into account two constituent elements - midterm (current) assessment and final exam assessments. Each element has its percentage share in the overall assessment system;

The final assessment is the sum of the midterm assessment and the final exam assessment.

The midterm assessment element is divided into components (work in a working group, practical learning, midterm exam, presentation, etc.) that have their percentage share within this element. Depending on the specificity of a specific study course, the components included in the intermediate assessment element are specified, the activities to be performed by the student for each assessment component and the assessment procedure are determined by the leading lecturer of the relevant study course. The assessment components and their specific share are outlined in the syllabus of each study course. Information about the assessment system and components is available to students.

In order to measure the learning outcomes achieved by the student within the study program and to objectively and comprehensively assess the acquired knowledge, both formative and summative assessment forms and diverse methods are used, such as: homework, practical exercise/task, quiz, test, seminar, oral and written survey, Presentation, abstract, case analysis (written; oral) and others.

Field of Employment

A graduate of the "Finance and Banking" bachelor's program - Bachelor of Business Administration in Finance will have the opportunity to be employed in the public and private sector; To work in any position that does not require a master's academic degree and to be employed in non-governmental, local and international organizations and business structures, including state-financial bodies, banking sector and insurance companies, financial departments of the institution and accounting, administration and various functional areas of business.

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 69-23, 12.09.2023

Approved by the decision of the Governing Board:

Resolution No. 24, 14.09.2023

Level of Higher Academic Education: Master's degree (II level of higher academic education)

Instruction language: Georgian

Type of educational program: academic

Detailed field name and code: 0413 Management and Administration

Awarded qualification: Master of Education Administration

Duration of studying: 2 years (4 semesters)

Educational program volume: 120 ECTS

Head of the program: affiliated, assistant-professor, Mariam Raminashvili , mob: (+995) 577 123 413,
Email: mariam.raminashvili@eu.edu.ge

Relevance of Program

Today, Georgia is facing the most important challenge - to ensure the strengthening of the state, economic growth and development, political stability, European integration and achieving the status of an equal rights and equal partner among the leading Western countries. On the way to this aspiration, education plays a key role, as the key to success for all leading countries is a knowledge-based society. A knowledge-based society (a component of which is a knowledge-based economy) views education in two ways: 1) education as a means of improving production and business/service processes and, therefore, an opportunity to increase national incomes, and 2) education as a service that is itself an intellectual products and, accordingly, is one of the important sources of the state budget. Many studies conducted in the field of education confirm the significant impact of education on economic progress and development. Also, it is precisely the successful formation of the education system that is connected with the formation of the statehood of European countries. Therefore, both of these aspects are important for Georgia, which is trying to a) create a strong, democratic state and b) economic development. Giving a priority role to the field of education and improving the system

has been set as the main task of the Government of Georgia many times. Therefore, it is required to train specialists in the field of education, specifically, leaders of educational institutions, who should play an important role in improving the system. Whether we take into account the number of different educational institutions in Georgia, it is logical that there is a great demand for education administration specialists in the upper or middle management of these types of institutions.

Prerequisites for admission to the program

A person with a bachelor's degree or equivalent academic degree, who is enrolled based on the results of general master's exams, or on the basis of internal/external mobility, or taking a common master's degree, has the right to enroll in the educational administration master's program in accordance with the rules established by the legislation of Georgia without obligation.

Additional conditions for admission to the master's program at the European University are: internal university test in the specialty and English language. It is mandatory to confirm knowledge of English language at the B2 level as a result of the English language test. Determining the level of knowledge of the English language is carried out in accordance with the rule for determining the language competence for a student of European University.

The issues of the internal university exam and the criteria for evaluating the knowledge of the examinees will be posted on the university's website (www.eu.edu.ge) at least three months before the start of the exam.

B2 level can also be confirmed with a document confirming knowledge of the appropriate level of English. Guidelines for determining the appropriateness of the level of English language proficiency:

English language	CEFR B2
	IELTS exam – 5.5
	BEC exam and CELS exam – Vantage
	Cambridge exam – FCE
	TOEIC – 785
	TOEFL iBT – 72
	TOEFL ITP – 543

A candidate's completion of an English-language bachelor's program (in Georgia or abroad) can be considered as proof of knowledge of the English language at the B2 level. Documentary confirmation of the above mentioned one is mandatory.

The ones will get the right to study on the program without passing the general master's exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the general master's exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University ".Persons enrolled in the program without passing the general master's exams are not exempted from internal university exams (in specialty and B2 level of English language).

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The purpose of the educational program of Education Administration and, accordingly, the content of the program takes into account many factors: the mission of the European University, the goals and tasks of the Faculty of Business and Technology, the specificity of the field of education both in the Georgian and international context, the trends of the Georgian and international employment market in the field of education. Thus, the goal of the program is to train a highly qualified specialist in the field of education administration in accordance with modern educational standards and requirements, who possesses:

- (1) Deep and systematic knowledge of educational leadership, management/management and administration theories and their implementation in practice, as well as research methodology and methods in the field of education, the legal framework of school, professional and higher educational institutions, both the national and international context and trends of education , which is necessary for the leader of the education field to effectively manage the education system and educational institutions.
- (2) the ability to apply the theoretical knowledge acquired within the framework of the basic educational course provided by the program in practice, namely, the ability to analyze the issues necessary for the management process of educational institutions, the ability to make informed decisions and overcome challenges based on the research of important issues of the field and field and the conclusions based on the information analysis.
- (3) The ability to realize the values of the field of education, professional ethics and social responsibility towards oneself, the society and the country.

Learning Outcomes

The learning outcomes of the master's program in Education Administration correspond to the seventh level of the higher education qualifications framework (the second level of higher education - master's degree) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

As a result of completing the master's educational program of Education Administration, the graduate will develop the following competencies:

Knowledge and Understanding	<i>The graduate of the master's program has in-depth and systematic knowledge and skills in the field of Education Administration, based on which:</i>
1	Names, explains and describes in depth the main theories, directions and practices of educational leadership, administration and management, education (teaching-learning, pedagogy, didactics).
2	describes in depth the education system of Georgia (school, professional, higher) and explains the important issues of the specificity of management, taking into account the legal basis of the relevant level.
3	identifies and classifies the issues that distinguish school, professional and higher educational institutions from the point of view of administration.
4	describes in depth and explains in detail the main theories of teaching and learning and the values of the field of education, which determine the specifics of the management of educational institutions and which must be taken into account in the process of management and administration, for the development of society and the state.
Skill	<i>Based on the skills developed within the framework of the master's program, the graduate:</i>
5	By using the legal base, teaching-learning theories and field-specific knowledge, he/she comprehensively analyzes the education system or institution, identifies existing simple or complex problems and consistently develops ways to solve the problem in accordance with state interests, society's values and requirements, and today's educational standards and goals.
6	Analyzes a specific educational context and based on the information obtained from the analysis develops an effective management style and plans a coherent strategy of action.
7	In accordance with professional ethics and modern values, he/she plans research in detail in order to study important issues in the field of education and consistently, independently implements it with adherence to academic

	standards and complex approaches. The research results will be presented to an academic, professional or other interested audience.
Autonomy and Responsibility	<i>Based on the education received within the framework of the master's program, the graduate:</i>
8	In the process of studying, researching and analyzing important issues in the educational context, recognizes and takes into account the principles of academic freedom and integrity, as well as professional ethical norms and values.

Volume and Structure of Program

Master's educational program of Education Administration is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 2 academic years (4 semesters) and includes 120 (ECTS)credits(in total 3000 hours).

1 credit includes 25 astronomical hours; a credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

The university is authorized, based on the educational goals, to implement the teaching-learning process with a partial load within the framework of the master's educational programs.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8-9 are midterm exams, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the proper additional exam at least 5 days after the announcement of the final exam results.

Many factors are considered in the content and structure of the educational program of Education Administration - the mission of the European University, the goals and tasks of the Faculty of Business and Technology, the specifics of the field of education both in the Georgian and international context, the trends of the Georgian and international employment market in the field of education. Also, the experience of implementing a similar program by leading Georgian and several Western universities is taken into account. For the Georgian reality, the program is one of the outstanding ones, because it includes three levels of education – fields of school, professional and higher education.

- In the framework of higher education qualifications, the development of the master's competencies and the job market for the master's degree in Education Administration. At the discretion of the student, the preparation of the master's degree is carried out with the help of educational and research components. . The program includes 120 credits, of which:

Studying component - with the volume of 90 credits, including:

a) Mandatory study component of the main field of study - with the volume of 75 credits (including the practical component with the volume of 6 credits in total);

b) Optional educational component of the main field of study - with the volume of 10 credits;

c) The free component, within which the student is given the opportunity to choose any study course from the educational program of the corresponding level operating in the university, in compliance with the prerequisites for admission to the study course - with the volume of 5 credits.

- **Research component (master's thesis)** - 30 credits.

Within the framework of the program, optional components include educational courses aimed at deepening knowledge and skills related to the field of thinking, the student can choose them from the educational program. From the study courses offered in the optional component of the course (with a volume of 40 credits), from which the master's student can choose the study courses of his/her choice based on his/her own study/research interests - with a volume of 10 credits in total.

Assessment System of Student's Knowledge

The assessment system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week . Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment

method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

The aim of the evaluation methods outlined in the syllabuses of the educational administration master's program is to confirm the achievement of the learning outcomes of the relevant educational course by each student using objective and transparent criteria focused on the goals of the educational course and its specificity.

Field of Employment

A graduate of the master's program in Education Administration can be employed in three areas of the education field - in the administration of general education, professional and higher education institutions, at any level of the administrative hierarchy in both private and state structures, in governmental and non-governmental organizations working on educational issues, in the Ministry of Education and Science, in education resource centers , in educational consulting companies, training centers.

The knowledge acquired during the training period will allow the graduate to occupy the position of a middle or upper link manager and to carry out organizational-management, administrative, information-analytical, scientific research, expert-consulting activities.

Master's Educational Program of Management

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 610-23, 16.10.2023

Approved by the decision of the Governing Board:

Resolution No. 34, 18.10.2023

Level of Higher Academic Education: Master's degree (II level of higher academic education)

Instruction language: Georgian

Type of educational program: academic

Detailed field name and code: 0413 Management and Administration

Awarded qualification: Master of Business Administration in Management

Duration of studying: 2 years (4 semesters)

Educational program volume: 120 ECTS

Head of the program: Assoc. Professor, Dr. Ekaterine Natsvlishvili, mob: (+995) 599 75 66 14, Email: natsvlishvili.ekaterine@eu.edu.ge

Relevance of Program

In the conditions of increasing influence from the outside world, a vital task for any business or organization is the competent implementation of management processes and the full use of modern management capabilities. Qualified management, necessary for the successful activity of the organization, requires the training of highly qualified management personnel, knowledgeable in modern management methods. The urgency of developing a master's education program of Management is due to the above and the increased demand from modern companies for such specialists who, along with the required theoretical knowledge, have the ability to analyze current events and processes in global business and can make optimal decisions (at the middle and upper management level) and at the same time, They are also aware of the social responsibility of business - to plan and implement work processes in such a way that they correspond to the interests of both the company (organization) and the society, they have the ability to bring private and state interests into the framework of harmonious relations.

Prerequisites for admission to the program

A person with a bachelor's degree or equivalent academic degree, who is enrolled based on the results of general master's exams, or on the basis of internal/external mobility, or taking a general master's degree, has the right to enroll in the educational administration master's program in accordance with the rules established by the legislation of Georgia without obligation.

Additional conditions for admission to the master's program at the European University are: **internal university exams** in the specialty and B2 level of English language(see “the rule for determining the language competence for a student of European University).

The issues of the internal university exams and the criteria for evaluating the knowledge of the examinees will be posted on the university's website (www.eu.edu.ge) at least three months before the start of the exam.

B2 level can also be confirmed with a document confirming knowledge of the appropriate level of English.

Guideline information for determining the appropriateness of the level of English language proficiency is given in the form of a schedule.

English language	CEFR B2
	IELTS exam – 5.5
	BEC exam and CELS exam – Vantage
	Cambridge exam – FCE
	TOEIC – 785
	TOEFL iBT – 72
	TOEFL ITP – 543

The ones will get the right to study on the program without passing the general master’s exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the general master’s exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University ".Persons enrolled in the program without passing the general master's exams are not exempted from internal university exams (in specialty and B2 level of English language).

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The mission, vision and values of the European University, as well as the main goals and tasks of the Faculty of Business and Technology, are clearly reflected in the master's education program of the management direction. It also takes into account local labor market requirements and international market trends, successful experience of master's programs in management implemented by local and foreign universities. Based on the aforementioned one, the master's program in management is focused on preparing, by offering training in accordance with the modern standards of higher education, and equipping them with the competencies required in the labor market, highly qualified specialists with a master's degree in business administration, competitive, carrying social responsibility, who will be able to be employed in various aspects of management in local and/or international companies, delegated to them Effective and efficient performance of managerial functions, as well as active participation in the formation of the knowledge-based economy and contributing to innovative entrepreneurial activities or successful business administration.

Considering the above mentioned one, the goal of the master's program in management is to:

- (4) to acquire deep and systematic knowledge on the latest achievements in the field of management, on complex issues related to the management of the economic environment and organizational processes of modern business organizations, and the administration of digital business.
- (5) to strengthen the skills of practical application of theoretical knowledge acquired within the framework of a separate training course, assessment of organization/business development opportunities and risks, practical or scientific research and creative solution of complex problems specific to the field of management; as well as the practical skills required for employment in managerial positions in private/public organizations and for implementation of organizational-management, administrative-economic, information-analytical activities, or for independent entrepreneurial activities.
- (6) to promote rapid adaptation to the changing, complex business environment based on the education received in the field of management; In forming the right attitude towards business activities based on social responsibility and ethical values.

Learning Outcomes

The learning outcomes of the master's program in Education Administration correspond to the seventh level of the higher education qualifications framework (the second level of higher education - master's degree) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

Successful completion of the training courses offered by the curriculum of the program will help the graduate to develop / strengthen the field competencies (as well as general skills, which are clearly reflected in the syllabi of individual courses). In particular, as a result of completing the master's education program of Management, the graduate will develop the following competencies:

Knowledge and Understanding	<i>The graduate of the master's program has in-depth and systematic knowledge and skills in the field of Management , based on which:</i>
1	describes in depth modern concepts, theories, latest approaches and fundamental principles related to the field of management; Innovative achievements and the latest results of scientific research
2	combines the theoretical knowledge gained in the field of organizational management and business management with the generation of original/innovative ideas based on modern achievements in business management and research with the latest methods
Skills	<i>Based on the skills developed within the framework of the master's program, the graduate:</i>
3	comprehensively analyzes modern trends in the field of business management and organizational management, the main challenges facing modern organizations in the era of globalization and digital development; the impact of macro/micro factors on the organization's functionality/business activity, key issues related to the management of organizational processes
4	relevantly uses modern concepts, approaches, models, standard/innovative research methods for business/organizational process research, forecasting, risk factor identification and assessment, illustrating existing complex or specific problems and finding new/innovative ways to solve them
5	comprehensively examines the problems raised in the functional areas of the organization (operations, projects, finance and accounting, human resources, innovations and changes, strategic management, marketing) and evaluates business processes, organizational projects/action plans, conditions for efficient management of organizational resources, opportunities for organizational development

6	Based on the assessment of the attractiveness of the business environment and the organization's capabilities, develops business models, strategies, projects for a specific business situation, as well as functional strategies for a separate functional area of business (projects, business operations, finance, risks, marketing, human resources); and reflects measures of strategy implementation-evaluation, management of organizational processes
7	independently conducts research in compliance with modern standards, academic integrity and ethical principles, using standard/innovative approaches and research methods; Presents the results of one's own research, in the form of scientifically argued original conclusions / recommendations, in written and/or oral form to the academic and professional community
Autonomy and Responsibility	<i>Based on the education received within the framework of the master's program, the graduate:</i>
8	evaluates the ethical and social results of managerial/entrepreneurial activities, innovative and/or scientific researches; own or others' attitude towards recognized principles, established norms and values in the field of business or organizational management
9	While making business decisions, it acts within the framework of economic, legal, social and moral responsibility, in compliance with international principles of corporate management, international accounting and financial reporting standards.

Volume and Structure of Program

Master's educational program of Management is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 2 academic years (4 semesters) and includes 120 (ECTS)credits(in total 3000 hours).

1 credit includes 25 astronomical hours; a credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and within the academic year - 60 credits, however, depending on the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more than 75 credits.

The university is authorized, based on the educational goals, to implement the teaching-learning process with a partial load within the framework of the master's educational programs.

Within the framework of the program, the student's workload includes contact and independent work.

One academic year consists of 42 weeks, one semester consists of 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8-9 are midterm exams, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the proper additional exam at least 5 days after the announcement of the final exam results.

Taking into account the master's competencies defined in the framework of higher education qualifications and the employment market requirements for the master of business administration in management, the preparation of the master's degree is carried out through a teaching and research component, from which:

Studying component – with volume of 100 credits, including:

a) **Compulsory courses of content corresponding to the main field of study** – with volume of 75 ECTS

b) Optional courses/components corresponding to the field of basic study – with volume of 25 ECTS

↳ *Including, professional practice* - with volume of 5 ECTS

• **Research component** - Master's thesis - with volume of 20 ECTS

Within the framework of the program, the optional components include educational courses aimed at deepening the specialty. From the study courses offered in the optional component of the Curriculum (with a volume of 65 credits), from which the master's student can choose, based on his own study/research interests. To choose the courses he/she wants - with a total volume of 25 credits.

The above-mentioned structure of the program - by combining the main (mandatory) and optional components - gives the student the opportunity to create an individual profile. The components of the master's program are aimed at achieving the goals set in the program and forming the competencies of the master of business administration in management as a result of learning. The sequence and development of the competencies to be achieved determines the content, structure and curriculum of the master's program.

Assessment System of Student's Knowledge

The assessment system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The midterm assessment is divided into components. A mandatory component of the midterm assessment is the midterm exam, which is held in weeks 8-9. (The content and proportion of the intermediate assessment components is determined by the staff implementing the training course within the framework of the relevant syllabus).

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

The aim of the assessment methods reflected in the syllabuses of the study courses offered within the master's program of management is to confirm the achievement of the learning outcomes of the relevant study course by each student, using objective and transparent criteria focused on the teaching goals of the study course and its specificity.

In order to measure the learning results achieved by the student within the study program and to objectively and fully evaluate the acquired knowledge, both formative and determinative evaluation forms are used. The purpose of using formative assessment is to promote the development of a student and improve the quality of learning, and the subject is the learning process. The purpose of using deterministic assessment is to control the quality of learning; Determining the student's level of achievement in relation to the goals defined by the syllabus(es) of the study course, determining the level of academic achievement. And, the subject of evaluation is - the result of learning - knowledge-skills and their application in practice.

The student's deterministic assessment is done by a multi-component system and includes two input forms - mid-term (current) assessment and final exam assessments. Each form of evaluation has its percentage share in the general evaluation system;

The final assessment is the sum of the midterm and the final exam assessment.

Mid-term assessment is divided into components (work in work group(s), practical lessons, mid-term exam, presentation, etc.), which have their percentage share within the assessment. Depending on the specifics of the specific training course, the components included in the midterm assessment element are specified and the activities to be carried out by the student for each evaluation component and the evaluation procedure are determined by the leading lecturer of the relevant training course. The assessment components and their specific share are reflected in the syllabus of each study course. Information about the assessment system and components is available for students.

In order to measure the learning outcomes achieved by the student within the study program and to objectively and fully assess the acquired knowledge, both formative and summative evaluation methods are used, such as: homework, practical exercise/task, quiz, test, seminar, oral and written survey, report, project, presentation , case analysis (written; oral) and others.

Field of Employment

Graduates of the master's program of Management can be employed in commercial organizations of various organizational and legal forms in any sector of the economy, in non-commercial organizations: enterprises, business and consulting companies, international organizations, transnational corporations/their branches; In state structures - central and local self-government bodies.

The knowledge acquired during the training period will allow the graduate to occupy the position of a middle or upper rank manager and carry out organizational-management, administrative-economic, information-analytical, scientific research, expert-consulting activities; and/or carry out independent business activities.

Integrated (Bachelor-Master) Educational Program for Training of Secondary Education of Teachers of Mathematics

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 64-23, 19.04.2023

Approved by the decision of the Governing Board:

Resolution No. 6, 27.04.2023

Level of Higher Academic Education: II level of higher academic education (Integrated bachelor-master level)

Instruction language: Georgian

Type of educational program: academic

Detailed field name and code: 0114 Teacher Training with Subject Specialization

Awarded qualification: Master of Education (Secondary Education Teachers of Mathematics)

Duration of studying: 10 semesters

Educational program volume: 300 credits

Head of the program: affiliated assistant-professor Nino Petviashvili, Email: petviashvili.nino@eu.edu.ge

Relevance of Program

The European University is focused on promoting the implementation of public and socio-economic activities of the country. One of the important issues in this direction is raising the field knowledge, professional skills and qualifications of teachers of general educational institutions. The teaching profession is one of the professions regulated by the state, which clearly emphasizes the importance of the mentioned profession from the point of view of the development of the state and society.

However, due to the need for a complex and systematic approach to improving the quality of education, there is a need to raise the qualifications of teachers, to adapt the educational process to the student and to increase its quality. Although many regulatory documents have been adopted (teachers' standards, teachers' career progression scheme) and activities focused on professional development are ongoing, the competence of a large number of teachers is not in compliance with the demand. From

2015 to 2020, 21% of teachers did not change their status, and in accordance with the defined basic level, the holder of the status of a practicing teacher is already out of status for the given moment. Examining today's data, it is clear that a large number of Mathematics teachers in grades 7-12 have not passed the lower limit of certification of competence, such as 1004 Mathematics teachers. The main task of the current school reform in the country is to meet the challenges of the 21st century, to meet the demands of modernity, and to provide modern approaches to teaching and learning subjects defined by the national curriculum, which is very difficult to achieve considering the current situation. There is the problem of "aging" of the teachers' corps, which is considered one of the obstacles to access to quality basic education as well. The average age of the working corps of teachers makes visible the need to strengthen work in the direction of training new staff. Consequently, there are serious challenges in the country in terms of access to high-quality basic and secondary education.

Within the implementation of the education reform, a special demand in the direction of exact sciences is highlighted, which is a serious challenge. In addition, the latest studies in the education system have confirmed the shortage of teachers who possess research skills, which will help them improve the quality of teaching and learning and professional development based on the research of pedagogical practice. A large number of teachers use information technology only for simple communication and conduct lessons using traditional methods. Against the background of new challenges emerging in the century of information technologies, the level of media literacy and digital citizenship competencies is unsatisfactory, which affects students' motivation, performance in terms of subject knowledge and skills. This is confirmed by the results of PISA, interpreting of which by the average score of students, Georgia is among the 12 countries out of 20 participating countries, in which the average rate of student achievement (statistically) is significantly lower than the average of 13 OECD member countries, in particular, more than 50% of the surveyed 15-year-olds failed in meeting the Elementary Level of Achievement in Science, Literacy and Mathematics ([https://naec.ge/uploads/postData/20-21/kvlevebi/PISA2018-Georgia%20\(1\).pdf](https://naec.ge/uploads/postData/20-21/kvlevebi/PISA2018-Georgia%20(1).pdf))

The integrated educational program for training of basic/secondary level of a Mathematics teachers presented by the European University takes into account the country's education policy and is focused on connecting the results of its own pedagogical activity research with the key factors that determine teaching and learning in an educational institution. The program aims to train mathematics teachers, which is due to the shortage of qualified teachers in the field of exact sciences. The university's highly qualified academic staff and material-technical base enable the university to support the implementation of the set tasks by developing educational programs corresponding to modern challenges.

Prerequisites for admission to the program

The ones will be admitted to the integrated (Bachelor's-Master's) educational program for training of basic/secondary level mathematics teacher as follows:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

- a) Georgian language and Literature, foreign language (English language, Russian language, French language, German language). The entrant must overcome the minimum competence limit established by the legislation.
- b) Mathematics/History (the entrant must pass the minimum competence limit);
- c) The number of seats for each subject (mathematics/history) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The ones will get the right to study on the program without passing the general master's exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the general master's exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The purpose of the integrated (bachelor-master) educational program for training of basic/secondary level mathematics teacher is to:

To train a critical and creatively thinking, academically skilled mathematics teacher of a general educational institution, who:

1. will be able to plan and implement the learning process based on constructivism and student-oriented;
2. will develop his/her professional activity on the basis of practice research in order to improve the quality of teaching and learning;

Will take into account the needs of the local labor market and the international trends of the field, respond to the development requirements of the field, state and society.

Learning Outcomes

The learning outcomes of the program correspond to the seventh level of the higher education qualifications framework (the second level of higher education) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

As a result of completing the program, the graduate:

Learning Outcome 1: Determines, analyzes, develops and approves mathematical tasks in accordance with the requirements of the subject standard of the mathematics teacher.

Learning Outcome 2: Analyzes stages of evolutionary and historical development of mathematical concepts and ideas, establishes connections between mathematics and different disciplines.

Learning Outcome 3: In order to plan and manage the short-term and long-term educational process focused on the student and the result, selects, researches and creates appropriate learning resources for the level, plans extracurricular activities taking into account the national goals of general education, the national curriculum, school priorities and students' needs. Researches and creates support resources using information technology.

Learning Outcome 4: Establishes grading schemes and rubrics to objectively assess each student's achievement and progress. Effectively uses formative assessment for the personal and cognitive development of the student.

Learning Outcome 5: Effectively using the knowledge of personality development and education theories creates a safe, free and motivating learning environment, taking into account the individual, special needs of each student, cultural diversity, differentiated approaches to integrate them into the learning process.

Learning Outcome 6: Integrates democratic values, sustainable development goals in the educational process in order to educate a citizen with responsibility towards the social and natural environment.

Learning Outcome 7: Conducts research in compliance with ethical standards, plans interventions based on analysis of research results. Formulates research findings and presents them to academic,

professional or other interested audiences. Identifies own professional needs and plans own professional development activities.

Learning Outcome 8: In order to establish a cooperative culture in the school, he/she uses new strategic approaches, shows professional responsibility for the norms of ethical behavior. Establishes effective communication and business cooperation with students, colleagues, parents.

Volume and Structure of Program

The educational program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

1 credit includes 25 astronomical hours; a credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

The duration of the program is 5 academic years, or 10 semesters and includes 300 credits (7500 hours in total). During the semester, the student must complete 30 credits (30 credits - 750 hours), and during the academic year - 60 credits, however, depending on the student's individual workload, the number of credits per semester may be less or more than 30, while the number of credits during the academic year may be less than 60 or more but not more than 75 credits.

Within the framework of mandatory and optional components of the main field of study, the program imparts subject and professional knowledge of mathematics, focused on development and development of skills, namely:

As a free component, the program provides mandatory training courses (29 ECTS), which are focused on the development of general, transferable skills, including the English language, the study of which starts from the B1 level and deepens the knowledge including the B2 level.

The specialty component provides 241 ECTS including:

- Mathematics subject module 121 credits, which provides the student with subject knowledge in accordance with the mathematics teacher's subject standard http://tpdc.ge/ptk_files/_ckuploaded/161640.pdf. These credits include 5 optional credits. The student has the opportunity to choose one of the four study courses (20 ECTS) offered.
- The teacher training module (60 ECTS) is focused on responding to the challenges of the 21st century, raising an active, motivated and development-oriented mathematics teacher in compliance with the demands of modernity, who educates a critically thinking citizen. Within the module, the student has the opportunity to choose one study course from four study disciplines, taking into account their interests.

- The specialty component also provides for a school practice and practice research module (60 ECTS) focused on the development of practical and research skills.

School practice provides for the implementation of practical activities in a real environment, in particular, the preparation and conduct of lessons, the assessment of students, the development of an individual curriculum, the creation and use of electronic resources in the educational process. Within the framework of pedagogical practice, the student has to communicate directly with colleagues. Integration with the school community will enable the student to manage and adapt to a complex, unpredictable or multidisciplinary learning and/or work environment through new strategic approaches.

The research component provides teaching of the following disciplines: innovative research methods in education, practice-based research, diagnostic research and differentiated approach. The research component also includes the development and defense of a master's thesis. The module will provide the future teacher with the ability to research their own practice, which is a means of adapting to a changing environment and professional development.

Within the framework of the free component, optional training courses (with the volume of 30 credits) are also allocated programmatically, within which the student is given the opportunity to develop the transferable/general competences of the teacher and to deepen knowledge and skills through relevant specialized training courses.

The program allows the student, within the framework of the optional disciplines of the free component, to develop the knowledge required for a teacher of the subject/subjects included in the subject group of technologies, which, in the case provided by the law, allows him to work as an ICT teacher (Order of the Minister of Education and Science of Georgia of September 28, 2015 No. 126/N, Article 10 , Paragraph 1, Sub-paragraph "C").

Within the framework of the optional free component, in case of need (when the student cannot prove his knowledge of the English language at the level required to start the level provided by the curriculum of the program), students have the opportunity to master the lower levels of English (A1, A2), which the curriculum does not provide for teaching in the standard case . Confirmation of the level of knowledge of the English language by the student is regulated in accordance with the rule of determining the language competence valid in the university.

The classification of subjects according to study areas and their above-mentioned prioritization aims to add consistency to the program and bring it under a single logical framework, which minimizes the risk of confusing knowledge in different disciplines.

The distribution of credits between the main field of study and free components of the educational program is as follows:

Mandatory training courses of the free component - 29 ECTS

Subject/subject group module - 121 ECTS, including the amount of credits allocated for mandatory study courses is 116 ECTS, and the amount of credits allocated for optional study courses - 5 ECTS;

Teacher training module - 60 ECTS, including 57 ECTS credits for mandatory training courses, and 3 ECTS credits for optional training courses;

Mandatory study courses/components of school practice and practice research module - 60 ECTS, including master's thesis - 20 ECTS;

Optional training courses of the free component - 30 ECTS.

Assessment System of Student's Knowledge

The assessment system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by mid-term assessment and final assessment, the sum of which is the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The midterm assessment is divided into components. A mandatory component of the midterm assessment is the midterm exam, which is held in the 8th-9th week. Mid-term assessment refers to the total assessment of the work process of students during work in the working group, the mid-term exam and the student's independent work, and the final assessment - the assessment of the final exam. The methods of midterm and final assessments and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

A graduate of the integrated (bachelor-master) educational program for training of elementary/secondary level mathematics teacher can work:

- As a mathematics teacher in a public and private general educational institution;
- In the training center/centers;
- In teacher training centers;
- In educational resource centers;
- In governmental and non-governmental organizations working in the field of education.

Integrated (Bachelor-Master) Educational Program for Training of Secondary Education of Teachers of Physics, Chemistry and Biology

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 65-23, 15.05.2023

Approved by the decision of the Governing Board:

Resolution No. 14, 25.05.2023

Level of Higher Academic Education: II level of higher academic education (Integrated bachelor-master level)

Instruction language: Georgian

Type of educational program: academic

Detailed field name and code: 0114 Teacher Training with Subject Specialization

Awarded qualification: Master of Education (Secondary Education Teachers of Physics, Chemistry and Biology)

Duration of studying: 10 semesters

Educational program volume: 300 credits

Heads of the program: affiliated assistant-professor Nino Petviashvili, Email: petviashvili.nino@eu.edu.ge; Affiliated assistant-professor Natia Arabuli, Email: arabuli.natia@eu.edu.ge.

Relevance of Program

The European University is focused on promoting the implementation of public and socio-economic activities of the country. One of the important issues in this direction is raising the field knowledge, professional skills and qualifications of teachers of general educational institutions. The teaching profession is one of the professions regulated by the state, which clearly emphasizes the importance of the mentioned profession from the point of view of the development of the state and society.

Based on the need for a complex and systematic approach to improving the quality of education, there is a need to raise the qualifications of the teacher, adapt the educational process to the student, and increase its quality. Despite the fact that many regulatory documents have been developed (teacher

standards, teachers' career advancement scheme, etc.) and professional development-oriented activities are ongoing, the competence of a large part of teachers is not in compliance with the demand. From 2015 to 2020, 21% of teachers did not change their status, and in accordance with the defined basic level, the holder of the status of a practicing teacher is already out of status for the given moment. Examining today's data, it is clear that a large number of Physics, Chemistry and Biology teachers have not passed the lower limit of competence certification, such as 216 Physics teachers, 131 cChemistry teachers and 139 Biology teachers.

The main task of the current school reform in the country is to meet the challenges of the 21st century, to meet the demands of modernity, and to provide modern approaches to teaching and learning the subjects defined by the national curriculum, which is very difficult to achieve considering the current situation. Also, there is the problem of "aging" of the teachers' corps, which is considered one of the obstacles to access to quality basic education. The average age of the working corps of teachers makes visible the need to strengthen work in the direction of training new staff. Consequently, there are serious challenges in ensuring access to high-quality basic and secondary education in the country.

Within the implementation of the education reform, a special demand in the direction of exact and natural sciences is highlighted, which is a serious challenge. In addition, recent studies in the education system have confirmed the shortage of teachers who have research skills, which will help them to improve the quality of teaching and learning and professional development based on the research of pedagogical practice. A large number of teachers use information technology only for simple communication and conduct lessons using traditional methods. Against the background of new challenges emerging in the century of information technologies, the level of media literacy and digital citizenship competencies is unsatisfactory, which affects students' motivation, achievement in terms of subject knowledge and skills, as confirmed by the PISA results, based on the data, Georgia is among the 12 out of 20 participating countries in which the average student achievement rate (statistically) is significantly lower than the average of the 13 OECD member countries, in particular, more than 50% of the surveyed 15-year-olds do not meet the elementary level of achievement in natural sciences, in literacy and Mathematics [https://naec.ge/uploads/postData/20-21/kvlevebi/PISA2018-Georgia%20\(1\).pdf](https://naec.ge/uploads/postData/20-21/kvlevebi/PISA2018-Georgia%20(1).pdf).

The program aims to train teachers of Physics, Chemistry and Biology, which is due to the shortage of qualified teachers in the field of natural sciences.

It should be noted that the current education reform within the framework of the "New School Model" provides the introduction of the third generation national curriculum at the primary and basic levels from the 2021-2022 school year. At this stage, new secondary standards have already been developed, which provide for advanced and integrated teaching of natural sciences in grades 10-12. Within the framework of the new standard, such topics and issues are selected that present the scientific foundations of all three disciplines, are relevant for modern public life, and can be processed from the perspective of subject areas. The program presented by us responds to this challenge, because the

teacher of natural sciences must possess the knowledge and professional skills of both Chemistry and Biology, as well as Physics, in accordance with the requirements of the teacher's standard, as well as the competence to teach them in an integrated manner.

In the optional training courses of the specialty component, we also offer the student an optional Physical Geography training course and natural sciences teaching methodology, in case of choosing it, the student will be able to teach natural science at the elementary level as well. The knowledge and skills acquired within the Physical Geography training course will help future teachers to master the competence of integrated teaching of natural sciences in accordance with the requirements of the new secondary level standard.

The integrated (bachelor's-master's) educational program of elementary/secondary level for training of Physics, Chemistry and Biology teacher training of the European University takes into account the country's education policy and is focused on connecting the results obtained from the research of one's pedagogical activities with the key factors that determine teaching and learning in a general educational institution.

The university's highly qualified academic staff and material-technical base enable the university to support the implementation of the set tasks by developing educational programs corresponding to modern challenges.

Prerequisites of admission to the program

The following will be admitted to the integrated (bachelor's-master's) educational program of Physics, Chemistry and Biology teacher training at the basic/secondary level of a general educational institution:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams:

a) Georgian language and Literature, foreign language (English language, Russian language, French language, German language). The entrant must overcome the minimum competence limit established by the legislation.

b) Mathematics/History (the entrant must pass the minimum competence limit); The number of seats for each subject (mathematics/history) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

c) Physics/Chemistry/Biology (the entrant must pass the minimum competence limit). The number of seats for each subject (Physics, Chemistry, Biology) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

The ones will get the right to study on the program without passing the general master's exams as follows:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011, "On the approval of the procedure for submission and review of documents by entrants/candidates of master's degree /students with the right to study without passing unified national exams/general master's exams" have to enroll in the university without passing the general master's exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence for a student of European University".

The following will also be admitted to the program:

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

Goals of Program

The purpose of the integrated (bachelor's-master's degree) educational program for elementary/secondary level Physics, Chemistry and Biology teacher training is to:

To prepare a teacher of Physics, Chemistry and Biology with critical and creative thinking, academic skills of a general educational institution, who:

1. will be able to plan and implement the learning process based on constructivism and student-oriented;
2. will develop his professional activity based on practice research in order to improve the quality of teaching and learning;
3. will take into account the needs of the local labor market and the international trends of the field, respond to the development requirements of the field, state and society.

Learning Outcomes

The consistent and full implementation of the goals set by the program ensures the achievement of the corresponding results of the second-level qualification descriptor of the higher education qualifications framework, namely:

Learning Outcome 1: In accordance with the requirements of the subject standard of the Physics teacher, he/she determines the essence of physical phenomena, explains the laws of Physics, the essence of physical quantities and effectively uses them to solve practical problems. Investigates the causes of events and the characteristic regularities of their course, owns technological achievements.

Learning Outcome 2: In accordance with the requirements of the subject standard of the Chemistry teacher, he/she determines the essence of chemical events, investigates the regularities of chemical processes, causes and expected results.

Learning Outcome 3: In accordance with the requirements of the subject standard of the Biology teacher, defines the basic principles of Biology as a life science, objects of study, their classification, theories of development, the main characteristics of living organisms at the cellular and molecular level, describes and analyzes modern research methods. Justifies the role of bioinformatics in genomic research.

Learning Outcome 4: Discusses issues related to the field of Physics, Chemistry and Biology in an interdisciplinary perspective and connects the acquired knowledge with everyday life. Analyzes information for research-based instruction and experimentation.

Learning Outcome 5: In order to plan and manage the short-term and long-term educational process focused on the student and the result, selects, researches and creates appropriate learning resources for the level, plans extracurricular activities taking into account the national goals of general education, the national curriculum, school priorities and students' needs. Researches and creates support resources using information technology.

Learning Outcome 6: Establishes grading schemes and rubrics to objectively assess each student's achievement and progress. Effectively uses formative assessment for the personal and cognitive development of the student.

Learning Outcome 7: Effectively using the knowledge of personality development and education theories creates a safe, free and motivating learning environment, taking into account the individual, special needs of each student, cultural diversity, differentiated approaches to integrate them into the learning process.

Learning Outcome 8: Integrates democratic values, sustainable development goals in the educational process in order to educate a citizen with responsibility towards the social and natural environment.

Learning Outcome 9: Conducts research in compliance with ethical standards, plans interventions based on analysis of research results. Formulates research findings and presents them to academic,

professional or other interested audiences. Identifies own professional needs and plans own professional development activities.

Learning Outcome 10: In order to establish a cooperative culture in the school, he/she uses new strategic approaches, shows professional responsibility for the norms of ethical behavior. Establishes effective communication and business cooperation with students, colleagues, parents.

Volume and Structure of Program

The educational program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals and results of the educational program.

1 credit includes 25 astronomical hours; a credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

The duration of the program is 5 academic years, or 10 semesters and includes 300 credits (7500 hours in total). During the semester, the student must complete 30 credits (30 credits - 750 hours), and during the academic year - 60 credits, however, depending on the student's individual workload, the number of credits per semester may be less or more than 30, while the number of credits during the academic year may be less than 60 or more but not more than 75 credits.

Within the framework of mandatory and optional components of the main field of study, the program imparts subject and professional knowledge of Physics, Chemistry and Biology, focused on development and development of skills, namely:

The major field of study component provides 130 credits, including a Physics, Chemistry and Biology subject module that provides the student with subject knowledge in accordance with the physics, including, 121 credits are provided for mandatory study courses and 9 credits to optional study courses (the student has the opportunity to choose 9 credits from the 21 credits offered). Chemistry and Biology teacher subject standard outline http://tpdc.ge/ptk_files/_ckuploaded/800248.pdf. Including, 121 credits are provided for mandatory study courses and 9 credits to optional study courses (the student has the opportunity to choose 9 credits from the 21 credits offered).

The teacher training module (63 credits) is oriented to respond to the challenges of the 21st century, to educate an active, motivated and development-oriented teacher of Physics, Chemistry and Biology in accordance with the requirements of modernity, who educates a critical thinking citizen. Within the module, the student has the opportunity to choose one study course from three study disciplines, taking into account their interests.

The School Practice and Practice Research module (60 credits) focuses on developing practical and research skills.

School practice provides for the implementation of practical activities in a real environment, in particular, the preparation and conduct of lessons, the assessment of students, the development of an individual curriculum, the creation and use of electronic resources in the educational process. Within the framework of pedagogical practice, the student has direct communication with colleagues. Integration with the school community will enable the student to manage and adapt to a complex, unpredictable or multidisciplinary learning and/or work environment through new strategic approaches.

The research component provides teaching of the following disciplines: innovative research methods in education, practice-based research, diagnostic research and differentiated approach. The research component also includes the development and defense of a master's thesis. The module will provide the future teacher with the ability to research their own practice, which is a means of adapting to a changing environment and professional development.

The program includes mandatory courses (29 credits) as a free component, which are focused on the development of general, transferable skills, including the English language, the study of which begins at the B1 level and continues through the B2 level.

Optional training courses (with the volume of 18 credits) are also programmatically allocated within the framework of the free component, within which the student is given the opportunity to develop the transferable/general competencies of the teacher and to deepen knowledge and skills through relevant specialized training courses.

The program allows the student to develop transferable/general competencies within the optional disciplines of the free component, the knowledge and skills required for a teacher of the subjects included in the subject group, including in the direction of natural sciences teaching methods, which, according to the field document, allows him/her to work as a 5th and 6th grade teacher of natural sciences.

the graduate student will be able to use modern educational digital technologies while teaching science subjects, will be able to create an authentic digital product in accordance with the specific content as well.

Within the framework of the optional free component, in case of need (when the student cannot prove his/her knowledge of the English language at the level required to start the level provided by the curriculum of the program), students have the opportunity to master the lower levels of English (A1, A2), which the curriculum does not provide for teaching in the standard case. Confirmation of the level of knowledge of the English language by the student is regulated in accordance with the rule of determining the language competence valid in the university.

The classification of subjects according to study areas and their above-mentioned prioritization aims to add consistency to the program and bring it under a single logical framework, which minimizes the risk of confusing knowledge in different disciplines.

The distribution of credits between the main field of study and free components of the educational program is as follows:

Subject/subject group module - 130 ECTS, including the amount of credits allocated for mandatory study courses is 121 ECTS, and the amount of credits allocated for optional study courses - 9 ECTS;

Teacher training module - 63 ECTS, including 60 ECTS credits for compulsory training courses, and 3 ECTS credits for optional training courses;

Mandatory study courses/components of school practice and practice research module - 60 ECTS, including master's thesis - 20 ECTS;

Mandatory training courses of the free component - 29 ECTS;

Optional training courses of the free component - 18 ECTS.

Assessment System of Student's Knowledge

The assessment system of a student's knowledge is in accordance with the "Rules for calculating credits for higher educational programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

In case of receiving a negative assessment (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional

exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week. Mid-term assessment refers to the total evaluation of students' work process during working group/practical work, mid-term exam and student's independent work, and final assessment - evaluation of the final exam. The methods of mid-term and final evaluations and their share are determined by the staff implementing the training course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment, 50%+1 of the final exam assessment.

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

A graduate of the integrated (bachelor's-master's) educational program for training of elementary/secondary level Physics, Chemistry and Biology teacher can work:

- As a teacher of Physics, Chemistry and Biology in a public and private general educational institution;
- In the training center/centers;
- In teacher training centers;
- In educational resource centers;
- In governmental and non-governmental organizations working in the field of education.

*Recent changes made to the program
are discussed at the session of the faculty council:*

Protocol No. 62-23, 27.02.2023

Approved by the decision of the Governing Board:

Resolution No. 1, 01.03.2023

Level of Higher Education: The independent educational program of teacher training

Instruction language: Georgian/Subject methodology courses in Georgian and relevant foreign languages for foreign languages

Type of educational program: academic

Directions and sub-directions:

Teacher of Georgian language and Literature of Elementary Level (I-VI).

Teacher of Georgian language and Literature of Basic-Secondary Level (VII-XII).

Elementary Level (I-VI) Mathematics teacher

Basic-Secondary Level (VII-XII) Mathematics teacher

Direction of social sciences:

- Basic-Secondary Level (VII-XII) teacher in social sciences - History teacher
- Basic-Secondary Level (VII-XII) teacher in social sciences - Civil Education teacher
- Basic-Secondary Level (VII-XII) teacher in social sciences - Geography teacher

Direction of natural sciences:

- Basic-Secondary Level (VII-XII) teacher in natural sciences -B teacher
- Basic-Secondary Level (VII-XII) teacher in natural sciences - Physics teacher
- Basic-Secondary Level (VII-XII) teacher in natural sciences - Chemistry teacher
- Elementary Level (I-VI) teacher in natural sciences - Natural Science teacher

Direction of foreign languages:

- Elementary, Basic and Secondary level teacher in foreign language - English language teacher
- Elementary, Basic and Secondary level teacher in foreign language - Russian language teacher

Program Completion Certificate:

Certificate - teacher of Georgian language and Literature of Elementary Level (I-VI).

Certificate - teacher of Georgian language and Literature of Basic-Secondary Level (VII-XII)

Certificate – Elementary Level (I-VI) Mathematics teacher

Certificate -Basic-Secondary Level (VII-XII) Mathematics teacher

Certificate:

- Basic-Secondary Level (VII-XII) teacher in social sciences - History teacher
- Basic-Secondary Level (VII-XII) teacher in social sciences - Civil Education teacher
- Basic-Secondary Level (VII-XII) teacher in social sciences - Geography teacher

Certificate:

- Basic-Secondary Level (VII-XII) teacher in natural sciences - Biology teacher
- Basic-Secondary Level (VII-XII) teacher in natural sciences - Physics teacher
- Basic-Secondary Level (VII-XII) teacher in natural sciences - Chemistry teacher
- Elementary level (I-VI) teacher in natural sciences - Natural Science teacher

Certificate - Elementary, Basic and Secondary Level teacher in foreign language - English language teacher

Certificate - Elementary, Basic and Secondary Level teacher in a foreign language - Russian language teacher

Duration of studying: 2 semesters

Program Volume: 60credits – ECTS (1 credit -25 hours)

Head of the program: affiliated assistant-professor Nino Petviashvili, Email: petviashvili.nino@eu.edu.ge

Relevance of Program

The European University is committed to promoting the implementation of public and social economic activities of the country. One of these activities is school reform, the main task of which is to bring teachers into compliance with the challenges of the 21st century and the demands of modernity. The academic and material-technical base allows the university to support the implementation of the set tasks by developing educational programs corresponding to modern challenges.

Prerequisites for admission to the program

A person with a bachelor's/master's degree in a subject/subject group corresponding to the national curriculum or an academic degree equivalent to it, whose subject competence has been confirmed by

an exam organized by the National Center for Assessment and Examinations. Also, the person is obliged to pass the internal exam defined by the European University.

Goals of Program

To prepare elementary, basic and secondary level teachers with competence corresponding to the requirements of the current legislation of Georgian education, international standards, the teacher's professional code of ethics, professional standard, sectoral characteristics, who will be the bearer of critical thinking, innovative and academic skills, civic consciousness and democratic values, will have the necessary knowledge and skills for teaching the relevant subject, will be focused on continuous professional development, will be competitive, receptive to innovations and implementers in pedagogical practice.

Learning Outcomes

After completing the educational program, the graduate will be able to:

- plan, conduct and evaluate the learning process focused on the student and the result, taking into account the national goals of general education, the national curriculum, and the needs of the student.
- Effective use of the knowledge of personality, development and education theories to create a safe, free and motivating learning environment, taking into account the individual, special needs of each student, their cultural diversity, differentiated approaches;
- Targeted use of student assessment methods to assess each student's achievement and progress;
- plan and conduct extracurricular activities taking into account the interests and abilities of students;
- Integrate democratic values, sustainable development goals into the educational process in raising a citizen with responsibility towards the social and natural environment;
- Use new knowledge, trends and results of modern researches in the science of education for the purpose of continuous professional development; research of one's own pedagogical practice and improvement of pedagogical activity based on the results, taking into account the legal foundations of the education system;
- find, select, create and use support resources and ICT technologies to improve results taking into account the needs of students;

- establish a cooperative culture in the school, realize the importance of the rules of professional ethics. Effective communication and business cooperation with students, colleagues, parents in order to improve student results and create a positive environment.

Volume and Structure of Program

- The educational program of teacher training is built on the basis of the ECTS system, it is based on the “rule of calculating credits of higher educational programs”.
- The duration of the program is 1 academic year or 2 semesters and includes 60 credits;
- 1 credit includes 25 astronomical hours;
- Credit in the unit of time (hours) reflects the volume of work required by the student to master the study course of the program and to achieve the learning outcomes. The credit includes contact and independent work.

Within the framework of the program, the student's workload includes contact and independent work.

The educational program of teacher training includes 60 credits. One academic year includes 42 weeks, one semester 21 weeks.

The evaluation of the learning outcomes of the components of the educational program will be completed in the same semester in which it was carried out. The interval between the final and the corresponding supplementary examination should be no less than 5 days after the announcement of the examination results.

In order to successfully complete the educational program of teacher training, the student needs to pass the training courses of the program:

General pedagogical and psychological training courses (built-in school practice, mandatory module for all majors) - 30 credits;

Training courses on the teaching methodology of the relevant subject (with built-in practice) - 20 credits (including all mandatory courses);

From the module of school practice - 10 credits (an independent course of school practice defined for the relevant direction).

Assessment System of Student's Knowledge

The assessment system of a student's knowledge is in accordance with the "Rules for calculating credits for higher educational programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

a) 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.

b) Two types of negative assessment:

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

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject again.

The student must pass at least 50% in the results of the midterm assessments.

The minimum limit for the final exam is 50%+1 points.

The right to pass the final exam is given to a student who, by summing up the points obtained on the basis of overcoming the minimum limit of midterm assessments/assessments and meeting the minimum limit of the final exam, accumulates at least 51 points.

The student has the right to pass the additional exam of the final exam in case of FXassessment:

The student has the right to take the additional exam of the final exam, in case the student gets 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

In case of receiving FX in the component of the educational program, the exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam.

The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

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

The maximum assessment of the training course is 100 points.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The staff implementing the training course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence limit in the evaluation method/methods. Whether there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

Field of Employment

- Elementary, Basic and Secondary Level teacher in general educational institutions in the relevant subject (Georgian language and Literature, Mathematics, History, Civil Education, Geography, Physics, Chemistry, Biology, English language, Russian language);
- Preparatory centers for students and entrants;
- Teacher training centers;
- Educational resource centers;
- Governmental and non-governmental organizations working in the field of education.