

## **The rule of planning, development and cancellation of educational programs**

### **Article 1. General Provisions**

1. This document (hereinafter - the Rule) determines the methodology of planning, design and development of the educational program at the Caucasus International University (hereinafter - the University).
2. The Rule establishes regulations for approval, amendment, and cancellation.

### **Article 2. General requirements for the educational program**

1. The educational program must comply with the mission, and vision of the University and determine the conditions for obtaining an academic degree, per the level descriptor of the National Framework of Higher Education Qualifications and the requirements of the field characteristics (if any).
2. During the implementation of the program, the student's performance is evaluated according to the European Credit Transfer and Accumulation System (ECTS) and the evaluation system approved by the Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia "On the rules for calculating credits for higher education programs".
3. The Bachelor's Degree educational program should include at least 240 credits, where the volume of courses relevant to the main field of study should be at least 120 credits. Courses/subjects/modules of content relevant to the main field of study should be presented as mandatory and elective.
4. The Master's Degree educational program must include at least 120 credits. The structure of master's educational programs should include a theoretical component, which includes mandatory and elective study courses of the specialty, as well as a scientific research component. All Master's programs must include a practical component.
5. In the 1st and 2nd cycle educational programs of higher education, concentration/concentrations can be taken into account, which means the grouping of study courses/subjects/modules of the relevant content of the main study area with a focus on a specific topic/issue. The concentration has a learning outcome that is included in the Learning Outcomes of the Educational Program. The presence of a concentration in an educational program does not change the field of study of that program and/or the qualifications awarded. In the educational program of the first level of higher education, the concentration should include no more than 30 credits including the bachelor's thesis, and in the educational program of the 2nd level of higher education - not less than 50% of the total number of credits of the program.
6. In the cases defined by Article 46, Clause 2<sup>3</sup> of the Law "On Higher Education", it is possible to develop a bachelor's educational program in the amount of at least 180 credits, and a master's educational program in the amount of at least 60 credits.
7. The educational component of the doctoral program should include no more than 60 credits. The structure of the doctoral program should include mandatory and elective elements of the educational component and the research component.
8. One-cycle educational programs in medicine and dentistry must include at least 360/300 credits. In the structure of one-cycle programs, mandatory study courses/modules and elective study courses

should be considered.

9. The amount of credits, the number of contact and independent work hours should be clearly defined in the study courses provided by the curriculum. One credit is equal to 25 astronomical hours at the University.
10. The number of credits for each component of the program is determined by taking into account its content, scope, learning outcomes, abilities of students with average academic performance, and the specifics of the field.
11. The aims of the educational program must meet the criteria of attainability and realism.
12. The educational program should ensure the achievement of knowledge, skills and competencies corresponding to the academic degree.

### **Article 3. Methodology of planning, design and development of educational programs**

1. The idea of creating a new educational program may come from the Faculty Council, foreign partner university, university administration and any stakeholder.
2. Before starting work on a new educational program, employment market research is conducted. As part of the employment market research, it is assessed how much the mentioned profession is in demand in today's reality and how much the graduate has employment prospects in the local or international labor market.
3. The list of persons involved in the process of developing the initiated educational program is drawn up by the dean of the faculty who creates a working group (Appendix 1).
4. The rector, by an internal legal act (order), approves the working group for the preparation of the educational program and appoints the head of the group.
5. Before starting work on a new program, based on employment market research and other necessary resources/data mobilized by the dean of the faculty, the working group analyzes and determines the strengths and weaknesses of the program, opportunities and threats - SWOT analysis.
6. Based on the data received, the main strategies and ways of implementation of the educational program are determined by the working group.
7. The dean of the faculty and the head of the working group shall study similar programs of higher educational institutions of foreign countries, the practices of higher educational institutions of foreign countries in order to share international experience and introduce innovations.
8. After the working group has established the structure of the program, the distribution of study courses among the prospective implementers and the process of working on syllabus projects begin.
9. The work on the educational program and syllabus of study courses should be carried out according to the framework requirements established by the University (Appendix 2 and Appendix 3).
10. University students, graduates, academic and invited staff, potential employers participate in the process of developing the program. Their involvement includes providing advice, recommendations, and suggestions in the process of developing program and study course syllabi.
11. An external expert may be involved in the process of developing the program at the decision of the University.
12. In the process of working on the program, the working group draws up a plan for the development of the program in the future, where the periodicity of the planned activities, the means/indicators for measuring the outcomes, the strategy for sharing information with stakeholders and the expected results of the activities are defined (Appendix 4).
13. The dean of the faculty provides for the production of the minutes of the meeting of the faculty council reflecting the ongoing work at the preparatory stage of the program.
14. The head of the working group and the employee of the Quality Assurance Service of the Faculty

ensure regular evaluation of the syllabi of the relevant study course of the educational program according to the established forms and criteria.

15. The head of the working group and the dean of the faculty prepare a substantiated conclusion regarding the readiness of the educational program and the corresponding study course syllabi.
16. The dean of the faculty ensures the production of minutes of the meeting reflecting the presentation and approval of the educational program, the syllabi of the relevant study courses, the program budget, human and material resources to the Faculty Council.
17. The head of the working group, in agreement with the dean of the faculty, presents the completed draft of the educational program to the Faculty Council. The Faculty Council reviews the draft program and makes recommendations for further action, or returns it to the working group in case of significant deficiencies.
18. In the event that the Faculty Council rejects the presented program, the working group discusses the recommendations issued by the Council and the head of the group presents a modified version.
19. After the positive recommendation of the Faculty Council, the educational program and the drafts of the relevant syllabi are submitted to the Quality Assurance Service of the University in order to bring them into compliance with the quality standards established by the law.
20. The dean of the faculty applies to the Quality Assurance Service of the University regarding the evaluation of the educational program.

#### **Article 4. Approval of the educational program**

1. After submitting the educational program, relevant syllabi and accompanying documentation, the Quality Assurance Service evaluates the program and syllabi according to the established form and criteria and prepares a conclusion regarding the educational program.
2. The Quality Assurance Service, in case of a positive recommendation, submits the draft of the educational program, study course syllabi and accompanying documentation to the Academic Council for review and approval.
3. In case of a negative assessment of one of the established criteria, the Quality Assurance Service returns the educational program and syllabi to correct the deficiencies.
4. After the deficiencies are corrected, the program and syllabi without the participation of the Faculty Council will be submitted to the Quality Assurance Service of the university. The service no longer fills out the program evaluation form and writes a conclusion to confirm the correction of the deficiencies, after which it submits the educational program, with the conclusion of the correction of the deficiency, to the Academic Council of the university for approval.
5. In the case of determining the compliance of the program with the mission of the university, the action plan, the legislation and the requirements established by the University, the Academic Council makes a decision regarding the approval of the new educational program and submission for accreditation.

#### **Article 5. Implementation of changes in the educational program**

1. It is possible to make changes in the educational program:
  - a) in case of new requirements concerning a specific study course;
  - b) following the new requirements imposed by the employment market on the graduates of a specific program;
  - c) considering the advice and recommendations regarding the program from academic and invited staff, students, alumni, external experts and employers;
  - d) in case of a negative evaluation of one of the established criteria during the periodical

- evaluation of the program implementation process and strategy, by making small changes (Appendix 5);
- e) in case there are more than five negative evaluations of the established criteria during the periodical evaluation of the program implementation process and strategy, by making fundamental changes.
2. Changes in the educational program are implemented under the methodology established by Articles 3 and 4 of this Rule.

#### **Article 7. Cancellation of the educational program**

1. Cancellation of the educational program is possible:
- a) in the event that no student is enrolled in the relevant educational program;
  - b) the implementation of the educational program does not correspond to the mission, strategic and action plans of the university;
  - c) The educational program no longer complies with the requirements of the legislation;
  - d) The educational program no longer meets the requirements of the employment market.
2. In case of canceling the program based on subparagraphs "b" and "c" of paragraph 1 of this article, the university is obliged to inform the students before canceling the program and to provide them with detailed information about the higher educational institutions implementing similar educational programs and all the necessary procedures for mobility.
3. In case of canceling the program based on sub-paragraphs "b", "c" and "d" of paragraph 1 of this article, the university also offers existing adjacent educational programs to students.
4. The mechanisms of providing students with further education are defined in detail in the Rector's legal act adopted in connection with the cancellation of the educational program.

#### **Article 8. Final Provisions**

1. Structural units of the university act on the basis of this Rule in the process of developing, approving, making changes and canceling the educational program.
2. Amendments and additions to this Rule are made by the order of the Chancellor of the University.
3. With the approval of the mentioned rule, the "Rule for developing, evaluating and approving the educational program" approved by the order of the Chancellor of December 22, 2017 #01-187 was declared invalid.

Appendix 1.

Stakeholders - category	Stakeholders participating in the working group	The role of stakeholder participation in program design
Participants of the program	Academic and invited staff	Determination of educational, scientific, research and practical component planning, components of implementation, verification and development.
	Students and alumni	Determining the ability of a student with average academic achievements to achieve the learning outcomes provided by the program.
Employers	State organizations; NGOs; Private entities; Educational institutions.	Evaluation of the learning outcomes of the educational, scientific, research and practical components of the program, taking into account the requirements of the employment market.
International partners	Foreign Universities; International Research Centers; Other	Determination of the components of planning, implementation, verification and development of joint educational and scientific-research components; The development of teaching methods that consider the specificity of the field, ensure the achievement of the learning outcomes of the program and the internationalization of the program.
Program support staff	University administration participating in the study program	In order to ensure the proper functioning and the high quality of the educational process, create regulations. Development of an effective system of informing program participants about educational and additional activities of the HEI.

Appendix 2. Framework for the educational program.



Tbilisi, year

# Caucasus International University

Faculty

Name of the Educational Program

0000

Approved at the meeting of the Academic Council

Minutes N, Month, Year

Resolution of the Academic Council N

Month, year

<b>Name of the educational program</b>

<b>Cycle of higher academic education</b>

<b>Type of the educational program</b>

<b>Broad field</b>

<b>Narrow field</b>

<b>Detailed field</b>

<b>Duration of studies</b>

<b>Program volume in credits</b>

<b>Qualification to be awarded</b>

<b>Language of instruction</b>

<b>Program Supervisor</b>



**Prerequisite for admission to the program**

**Objective of the program**

**Learning Outcomes**

**Knowledge and understanding**

**Skills**

**Responsibility and autonomy**

**Teaching and Learning Methods**

**Assessment Components and Methods**

**Student Knowledge Assessment System**

The level of a student's academic performance in the university is determined both by the points received in the study courses, as well as by the **equivalent Grade Point Average (GPA)** of the said points.

**Issuance of diploma confirming academic degree/qualification**

**Opportunity to continue education**



<b>Field of employment</b>

<b>Program Volume in Credits</b>

<b>Program Structure</b>
<b>Elements of the Master's Program in Law (ECTS)</b>
<b>Mandatory study courses of the theoretical component ( ECTS)</b>
<b>Elective study courses of the theoretical component (ECTS)</b>
<b>Practical component (ECTS)</b>
<b>Research component (ECTS)</b>

<b>Human resources necessary for the implementation of the program</b>

<b>Material resources necessary for the implementation of the program</b>

<b>Financial provision of the Master's Degree program</b>

<b>Teaching and methodical provision of the educational process</b>
<b>Program quality monitoring</b>

The structure of the educational program	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
Map of Learning Outcomes	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
Program Curriculum	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
Mapping of the compliance of the program learning outcomes with the study courses	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
Mapping of the compliance of the program learning outcomes with the objectives of the program	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
Human resources implementing the educational program	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached
CV of the program supervisor	<input type="checkbox"/> is attached <input type="checkbox"/> is not attached

Appendix 1.

**Structure of the Master's Educational Program in Law**

№	Course code	Course	Prerequisites for admission	ECTS credits			
				I year		II year	
				Semester			
				I	II	III	IV
1.							
1.							
2.							
1.							





Mapping of the compliance of the program learning outcomes with the study courses

Program Learning Outcomes	Study courses
Knowledge and awareness	
Skills	
Responsibility and autonomy	

**Human resources implementing the Master's educational program in Law**

<b>Academic staff</b>	<b>Study course</b>

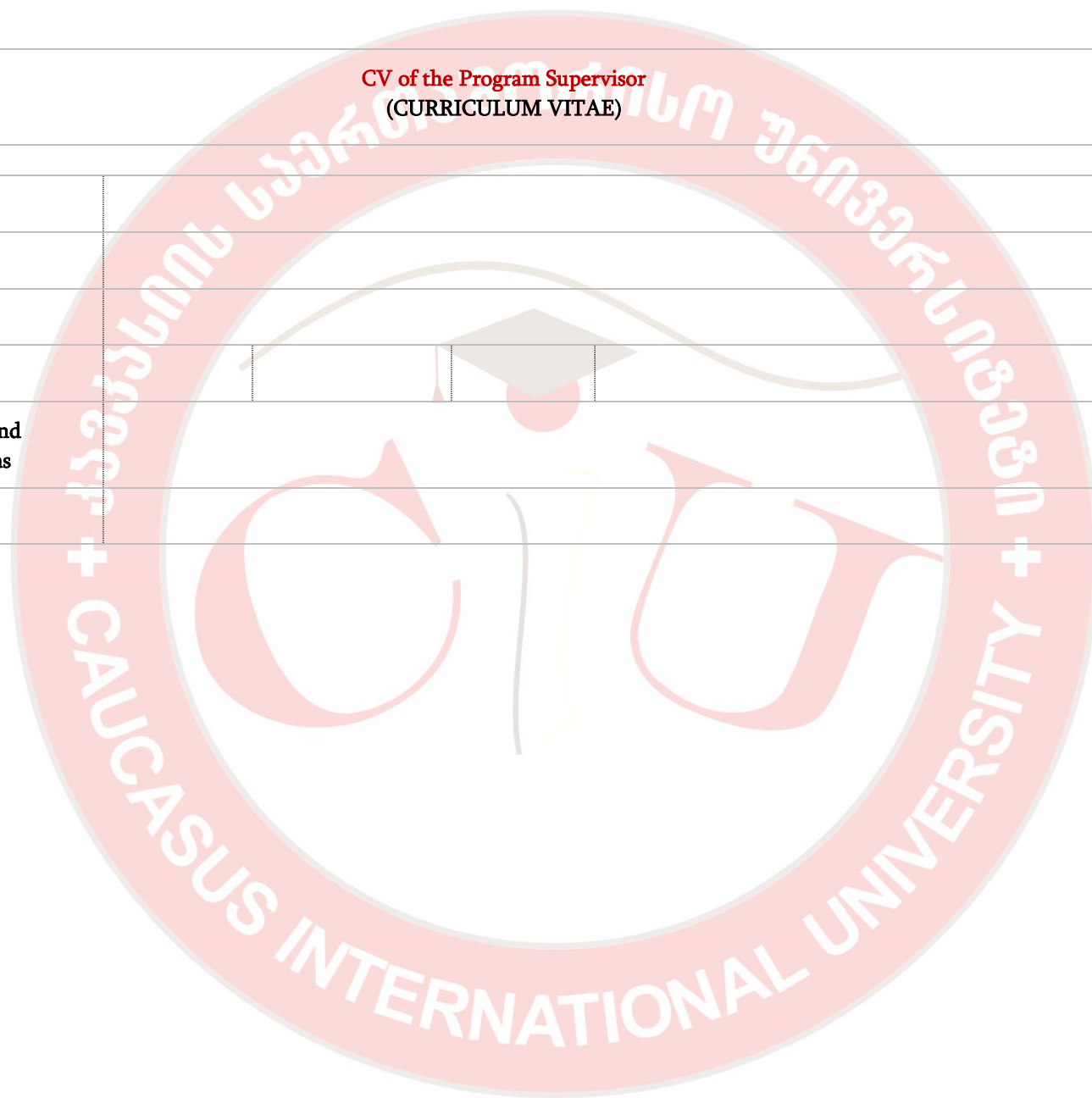
<b>Invited lecturer</b>	<b>Study course</b>

**Program Supervisor of the Master's Educational Program in Law**  
Associate professor

**Head of the Quality Assurance Service, Associated professor**

**CV of the Program Supervisor  
(CURRICULUM VITAE)**

<b>Name, Surname</b>	
<b>Position</b>	
<b>Workplace</b>	
<b>Contact information</b>	
<b>Topic of dissertation and scientific research areas</b>	
<b>Publications</b>	





## Appendix 3. Framework syllabus



Caucasus International University

### Syllabus

<b>Title of the Study Course</b>		
<b>Study Course Code -</b>		
<b>Status of the study course</b>	Faculty	
	Study Cycle	
	Program	
<b>Information about the implementer(s) of the study course</b>	Name, Surname	
	Academic Degree	
	Academic position	
	Tel.:	
	E-mail:	
	Consultation Day	
<b>ECTS</b>	<b>n credits – n hrs. ( )</b>	
	Lecture	
	Interim and final assessment	
	Independent work	
<b>Study Semester</b>		
<b>Prerequisites for admission</b>		
<b>Aims of the study course</b>		
<b>Learning outcomes</b>		
<b>Knowledge and awareness</b>		
<b>After completing the study course, the student:</b>		



<b>Skills</b>
<b>Responsibility and autonomy</b>

<b>Teaching and learning methods and activities</b>
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Practical work <input type="checkbox"/> Teaching with electronic resources <input type="checkbox"/> Electronic teaching <input checked="" type="checkbox"/> Individual homework
<p>The teaching-learning method includes various activities that complement each other and flow into each other. In the teaching-learning process, concerning each learning outcome, the following activities are used:</p>
<b>Knowledge and awareness</b>
<b>Skills</b>
<b>Responsibility and autonomy</b>

<b>Mandatory literature</b>

<b>Supplementary literature</b>
1.

<b>Evaluation components</b>		
1		
2		
3		
4	<b>Midterm exam</b>	<b>20 points</b>
5	<b>Final exam</b>	<b>40 points</b>
<b>The total points of interim assessments and final exam</b>		<b>100 points</b>

<b>Evaluation system</b>

Week№	Form of education and contact time (hours)	Title and content of the topic
1		
		Mandatory literature:
2		
		Mandatory literature:
3		
		Mandatory literature:
4		
		Mandatory literature:
		Homework
5		
6		Mandatory literature:
7-8		Midterm exam
9		
		Mandatory literature:
10		
		Mandatory literature:
11		
		Mandatory literature:

12		
		<b>Mandatory literature:</b>
		<b>Homework</b>
13		
		<b>Mandatory literature:</b>
14		
		<b>Mandatory literature:</b>
15		
16-18		<b>Final exam</b>
19		<b>Retake of the final exam</b>

### Learning Outcomes Evaluation Map

Learning Outcomes	Evaluation components	Evaluation methods
<b>Knowledge and awareness</b>		
	Midterm exam	
	Final exam	
<b>Skills</b>		
	Midterm exam	
	Final exam	

<b>Responsibility and autonomy</b>		

Lecturer

Program Supervisor

**Academic year**

Appendix 4.

Topic	Means of measurement	Average Rate/Quantity	Evaluation/development periodicity over the next n years	Expected results
Development of a system for evaluating the learning outcomes of the program				
Increasing the qualification of academic staff and internationalization				
Student Internationalization				
International cooperation and research projects of the university academic staff				
Further academic and professional development of students and alumni				
8Teaching and learning methods used in the educational program				
The system of evaluation and analysis of the scientific productivity of academic/scientific personnel, its development				
Academic and administrative staff evaluation and satisfaction survey system and its development				
Student and alumni satisfaction survey system and its development				
Employer satisfaction survey system and its development				

## Appendix 5.

Evaluation of the program implementation process and strategy	Yes	No	Partially
The process of implementing the program complies with the objectives set by the program.			
The structure and content of the program provide students with an average academic performance to achieve learning outcomes.			
The system of financing scientific activities of the university is flexible and promotes the internationalization of students and academic staff.			
The activities stipulated by the memorandums of cooperation signed by the university with foreign universities and research centers contribute to the deepening of the international cooperation of the university and the possibility of obtaining joint programs or partners necessary for their implementation.			
Students and graduates are employed according to their qualifications.			
The system of evaluation of academic/scientific personnel provides an objective evaluation of the activities carried out by them.			
The results of the evaluation and satisfaction surveys on the implementation of the program by the academic and administrative staff are positive.			
The results of the evaluation and satisfaction surveys of the implementation of the program by students, alumni and employers are positive.			
Program strategy: <ul style="list-style-type: none"> <li>• Builds on program strengths</li> <li>• Reduces program weaknesses</li> <li>• Builds on the capabilities of the program</li> <li>• Reduces program threats</li> </ul>			