

**Approved by**  
Decision № 02-01/02 of the Academic Board of Saint Tbel Abuseridze Teaching University of  
the Patriarchate of Georgia 28.01.2019  
Chairperson of Academic Board;  
Rector, Skhalta Archbishop Spiridon

**Reviewed:**  
By board of Faculty of Law and Public Administration  
Protocol № 02-02-06/01. 25.01.2019 §

**Saint Tbel Abuseridze Teaching  
University of the Patriarchate of Georgia  
Faculty of Law and Public Administration**

**Master's educational program**

**Public Administration**

**Academic degree: Master of Public Administration**

**Volume of the program in credits                      120 ECTS**

**Program supervisor:  
Professor: Besik Beridze**

**Khichauri, 2019**

**Program title** Public

Administration

Public Administration

**The Faculty**

Law and Public Administration

**The head of program**

Professor Besik Beridze

**Qualification Granted**

Master of Public Administration

(Master of Public Administration)

The graduate will be awarded the qualification in case of collecting at least 120 credits.

**Program volume in credits**

120 ECTS credits

**Language of Instruction**

Georgian

**Program objectives:**

Aim of master's program is to prepare highly qualified staff according to labor market requirements, which will have ability to get employed in public service, as well as different level of management field. Program is oriented to deeply and thoughtfully teach students methodology of public administration and modern scientific and practical achievements in administration field. Give opportunity to thoughtfully understand and master systems characteristic to different levels of administration with help of their scientists-teachers and practitioners and consultations.

**Precondition for admission to the program**

Person having at least bachelor or equal academic degree has right to study at Masters level, who will successfully undergo Unified Masters exam and will be enrolled based on preconditions (exam/exams/interview) determined by Tbel Abuseridze university. Issues/tests will be posted on Website of St. Tbel Abuseridze University. Admission to the program without passing master examinations is regulated by the rule mandated by the Ministry of Education and Science of Georgia.

## Program Learning Outcomes

**Knowledge and understanding** - possess deep and systemic knowledge of public administration. Can use acquired knowledge to generate new, original ideas and proposals, has well understood field problems and challenges and optimal ways to solve them.

Has acquired systemic and deep knowledge of public administration; reach within systems essence, knowledge and use of action improvement methods; skill of analytical and logical thinking. Knowledge of receiving new information, processing and analysis methodology.

**Applying knowledge** - Correct orienting in unfamiliar and extraordinary environment.

Acting in a multidisciplinary environment, search for new, original ways to solve complex problems; Analysis of system characteristics using independent research.

Ability to highlight main issues (components), create relevant timeframe and timetable of work in order to achieve set aims; knowledge of strategic and current planning principles and their use in practical work. Knowledge of research and scientific achievement present in field of public administration and skill of their analysis; Ability to use modern information technologies in practical activity; Skills to operatively act in extraordinary environment; Readiness to complexly solve problems faced by organization and participation in law making activity.

**Making Judgment** - analysis of current system events, processes and making relevant conclusions, innovative synthesis and analysis of information based on newest data.

Developed and expertise of necessary decisions; use of innovative management principles in practice; checking on implementation of decisions and if necessary making changes and/or corrections. Ability to make substantiated judgments based on the critical analysis of complex and incomplete information (including recent researches);

**Communication skills** - free, argumentatively and purposefully sharing opinion with colleagues, society, professionals and interested parties. Communication with academic or professional audience in Georgian and foreign language, via wide usage of standards of academic honesty and the achievements of information-communication technologies.

Writing business documents and decisions laconically, understanding and by observing grammar rules. Prepare a detailed written report; Ability to communicate in native and foreign languages; Ability to communicate in any area (within and outside the organization, in scientific circles and in the general public); having skill of staff management technology and business; Public Speaking Skills

**Learning skills** - Independent learning, mastering and implementation of the principles of lifelong purposefully and consistently. Capable planning of own agenda.

Select independently place and direction of future studies; Develop principles and methods to adequately received knowledge in consciousness; Turn "lifelong learning" into life style; continue studies to obtained higher academic degree.

**Values-** assess the personal and other's attitude toward Universal values and contribute to the establishment of new values of our society which is characteristic to democratic cohabitation.

patriotism; Loyalty to the Constitution of Georgia and its implacable protection; Loyalty to democratic principles; Constant care for Georgia's unity and progress; Uncompromising in the protection of Georgia's independence and sovereignty; Respect for a human being as a higher value; Constant work for achieving competence and professionalism; Protection of norms of professional values, ethics and morals;

## Forms and Methods of achieving learning outcomes

Lecture    seminar (group work)    Practical    Laboratory     
Precise    Course work/project,    Independent work,    Masters Thesis.

During the teaching process studying of a specific subject is not possible with just one method. Teacher has to use different methods during teaching process, it is often that merging of a number of methods occurs. Merging of methods is also frequent. We offer the most common methods of teaching and learning and their explanations. The necessary method will be selected by a teacher based on a specific purpose and objective:

1. Discussion/debates - one of the most common methods of interactive teaching. The process of discussion significantly increases the quality of students' involvement and activeness.

The discussion may be transformed into a dispute and this process is not limited only to the questions put by the pedagogue. This method develops the ability of a student to judge and substantiate own opinion.

2. Cooperative teaching is a learning strategy where every member of the group is obliged not only to study but also to assist the team to study the subject better. Each member of a group works on a problem until all of them understand the issue.

3. Collaborative work - this method of teaching involves dividing students into groups and giving them tasks. The group members process the issue individually and share it with the rest members of the group simultaneously. Depending on the task determined, it is possible to distribute the functions among the members of the group in the work process. This strategy ensures all students' involvement in the teaching process.

4. Problem Based Learning (PBL) learning method, which uses the problem as a primary stage for acquiring new knowledge and integration process;

5. Heuristic method is based on stage by stage solution of the given task. This task is carried out through the identifying facts of the study process and the linkage between them independently.

6. Case study - Teacher together with students discusses specific cases and they will study the issue comprehensively and in all respects. For example, in field of security this may be discussion of a specific natural, natural disaster or catastrophe. In political science - analysis of specific for example: Karabakh problem (Armenia-Azerbaijan conflict) etc.

7. Brain storming - This method involves promotion of forming and expressing as much as possible drastically different thoughts, opinions on a particular issue/problem within the particular topic. This method promotes the development of the creative approach to the problem. The application of the method is efficient, when multiple groups are present and it consists of several basic stages:

- The identification of the problem/issue in terms of creativity;
- Noting down of the ideas expressed by the attendants with respect to the issues raised within a certain period of time, without criticizing the ideas (mainly on the board);
- Definition of evaluation criteria in order to establish the relevance of an idea with the research goal;
- The evaluation of the selected ideas with the predefined criteria;
- Highlighting of the ideas, by means of elimination, which are most relevant to the issue raised;
- The identification of the most appreciated idea as of the best solution for the problem.

8. Role and situational games - games implemented in accordance to pre-developed scenario enables students to look at issues from different perspectives; It help students to form alternative opinions; Like a discussion, role-playing games also help students to express their opinions independently and defend their opinion when discussing.

9. Demonstration method - this method implies the visual presentation of information. It is quite efficient in terms of achieving the outcomes. In most cases it is better for the materials to be provided to the students

simultaneously via audio and video means. The studied material can be demonstrated by a teacher as well as a student. The method helps to visualize different levels of perception of study material and to specify the work that students will have to do independently; at the same time, this strategy visually demonstrates the essence of an issue/problem. Demonstration might be of a simple type.

10. The induction method defines such form of transferring any knowledge, where the process of thinking is directed from facts to the generalization, i.e. when communicating the material, the process progresses from the specific to the general.

11. The method of deduction defines such form of transferring any knowledge that, based on general knowledge, constitutes a logical process of discovering new knowledge, i.e. or the process is progressing from the general to the specific.

12. The method of analysis assists us in breaking down the training material, as one whole unit, into its constituents. This facilitates detailed overview of the individual issues comprising a complex problem.

13. The method of synthesis considers compiling one whole unit by grouping individual issues. This method promotes the development of the ability to perceive a problem in its entirety.

14. Verbal or Oral method.

15. Writing method - implies the following activities: making of extracts and recordings, making of an abstract based on a material, drafting of theses, abstracts or essays, etc.

16. Laboratory method - includes the following type of activities: experiments, demonstration of video materials, dynamic materials, etc.

17. Practical methods - combine all forms of teaching which help students develop practical skills. In this case, the student can independently perform some of the activities, such as production and pedagogical practice, field work, etc.

18. Explanatory method - is based on the discussion around the issue. While communicating a material, a pedagogue provides specific examples which are examined in detail within the framework of a given topic.

19. Action-oriented learning - requires an active involvement of a pedagogue and students in the teaching process where a special attention is given to the practical interpretation of a theoretical material.

20. Project development and Presentation - while working on a project a student applies acquired knowledge and skills to solve real-life problems. Project teaching raises students' motivation and responsibility. Working on a project covers stages of planning, research, critical activity and presentation of outcomes in line with the selected issues. A project is regarded implemented if its results are presented in a clear, correct and convincing manner. It can be implemented independently, in pairs and in groups. Also, in the frame of one subject or several subjects (integration of subjects), after completion, a project is presented to broad audience;

21. Electronic learning (E-learning) - means teaching using internet and multimedia means; It includes all components of study process (aims, content, methods, means and etc.) which are realized using specific means. E-Learning is of three types:

- Attended, when teaching process is conducted in the framework of the contact hours of teacher and students, whereas the study material is communicated through an electronic course.

- distance learning means conducting a teaching process without a physical presence of a professor. The study course is conducted in remote electronic format from beginning to end.

Hybrid (Attended / Remote) - The main part of the training carried out remotely, while small part is carried out during contact hours.

## Student assessment

1. The student's work performed during a semester in every subject is evaluated by 100 points, which are accumulated through different activities performed during a lecture, on the basis of the results envisaged by a participation in a seminar or practical work, reports, presentations, a research component, midterm evaluations, final examinations and the learning course.
2. The final evaluation of the learning course represents the fulfillment of the requirements envisaged by the same learning course, which is divided into two parts and implied the sum of midterm and final evaluations.
  1. Out of the 100 points of the learning course, the midterm evaluation has 60 points, whereas the final evaluation has 40 points. Midterm and final evaluations are composed of the evaluation components

that unite the surveys, examinations, practical and theoretical works of an oral and/or written type. It is unacceptable to perform the evaluation of a student using one evaluation component only.

5. Midterm evaluation is composed of:
  - A) Midterm Examination - 20 points The number of midterm examinations is determined considering the content requirements of a particular learning course, which is determined by a teach of a particular subject in agreement with the Quality Assurance Service of Tbel University, which is reflected in the description of the learning course evaluation;
  - B) Current evaluations- 40 points: Current evaluations may be performed in a form of written (written assignment, test, situational problem, practical/theoretical assignment, etc.) and oral (oral hearing, seminar, presentation, discussion, debates and other activities of an oral hearing) quizzes, except for the written and oral evaluation, another method of evaluation may be used.
2. Methods for the evaluation of certain components of the evaluation, evaluation criteria and the rule for accumulating the appropriate point is determined by the syllabus of a particular learning course, where the following minimum requirements should be met:
  - a) Each written quiz of current evaluation may be evaluated by a maximum of 10 points;
  - a) Each oral quiz of current evaluation may be evaluated by a maximum of 5 points;
3. Midterm examination should be conducted in a written form, whereas the final examination may be conducted in a combined manner, both in a written and oral form. In a combined examination, the share of written and oral parts should be equally distributed (50/50).
4. If the evaluation is performed by multiple examiners, the final result constitutes their arithmetic mean.
5. The threshold for the minimal competency of the midterm assessment is 21 points; whereas the threshold for minimal competency for the final examination is 20 points.
6. A student is required to attend at least 50% of lecture courses, otherwise he/she will not be allowed to take the final exam.
7. The student's work is evaluated by the following scheme:

Positive evaluation:

  - A) A - Excellent 9 - 100 points of maximum evaluation
  - b) B - Very Good 81 - 90 points of maximum evaluation
  - c) C - Good 71 - 80 points of maximum evaluation
  - D) D - Satisfactory 61 - 70 points of maximum evaluation
  - E) E - Sufficient 51 - 60 points of maximum evaluation

Negative Evaluation

  - f) FX - Did not pass 41-50 points of maximum evaluation, meaning that a student requires some more work for passing and is given the right to sit an additional examination by means of an independent work;
  - g) F - 0 - Failed. 40 and less points of maximum evaluation that means that the work of the student is not sufficient and he/she has to retake the course again.
8. The amount of points in the final evaluation is not added to the evaluation received by a student at the additional examination.
9. Evaluation received at the additional examination is the final one and will be reflected in the final evaluation of the educational program component.
10. Considering the evaluation at the additional exam, if a student gets 0-50 points in the final evaluation of the educational component, a student will have F-0 points assigned.
11. The grounds for not evaluating the student at the examination is:
  - a) Missing the appointed examination due to an unreasonable excuse or attending it but trying to leave the auditorium in the course of the examination;
  - b) Using the so called "cheating paper" during the examination, or using the work or records of another person;
  - c) Obtaining less than 50% of the points determined for the evaluation of the component at the examination. Postponing the appointed examination due to a reasonable excuse or refusing to take the examination shall be allowed based on a written application of the student, with an indication of the reasonable excuse and its documentation, upon the agreement of the Dean.

In the last, fourth semester of the Master's program, the student has the right to register a subject with an "F-0"(Failed) evaluation along with the research component - Master's thesis, if the sum of the credits to be obtained in an academic year does not exceed 75 credits. Whereas the sum of the credits to be obtained in an academic year

exceeds 75 credits, the student has the right to undergo an approbation of the Master's thesis, but the opportunity to defend the Master's thesis will be granted only after he/she covers all the academic debt in all the existing academic components.

**Employment Area**

With information obtained within this program, the graduate will be able to:

Successful work and career growth;

- Governmental structures and other public institutions;
- Local governance and self-government institutions;
- On management position in any organization of ownership form;
- Public organizations and NGOs and others.
- Research in management and management field.

### Opportunity to continue the studies

PHD educational programs

Human and physical resources required for the program implementation

Program provided with relevant human and material resources. Please see additional information in the attached syllabus.

Amount of attached syllabi: 16

### Human resources

Surname, Name	Academic position	Quality
Beridze Besik	Professor	Social Sciences, Academic Doctor
Moistsrapeshvili Tengiz	Professor	Social Sciences, Academic Doctor
Mikeladze Eduard	Professor	Economic Sciences, Academic Doctor
Beridze Natela	Professor	Social Sciences, Academic Doctor
Avtandil Diasamidze	Professor	Doctor
Mamuchardze Nestan	Associate professor	Social Sciences, Academic Doctor
Aleksaia Sulkhan	Associate professor	Historical Sciences, Academic Doctor
Jakhaia Lela	Associate professor	Academic Doctor of Economics
Muradishvili Khatuna	Invited Teacher	Doctor
Churkveidze Tamila	Invited Teacher	Doctorate
Khintibidze Tea	Invited Teacher	Master

### Study plan

N	Name	Credits	Hours						Distribution of credits by semesters			
			Total	Lecture	Group/work	midterm examination	Final examination	Independent work	I	II	III	IV
<b>Mandatory courses of specialization</b>		<b>70</b>										
1.	Sociological survey methods	5	125	15	27	1	2	80	5			
2.	Public Policy and Management	5	125	15	28	2	2	78	5			
3.	Art of negotiations	5	125	15	27	1	2	80		5		
4.	Public Relations and Politics	5	125	15	27	1	2	80	5			
5.	Strategic Planning	5	125	15	27	1	2	80	5			
6.	English language (sectoral)	5	125		42	1	2	80	5			
7.	State management and local self-governance	5	125	13	14	1	2	95	5			
8.	Ethics, administrative corruption and state management	5	125	13	14	1	2	95		5		
9.	Modern technologies of public speeches	5	125	15	27	1	2	80		5		
10	State, politics and mass media	5	125	15	28	2	2	78		5		
11	Manage Emergency Situations	5	125	13	14	1	2	95			5	
12	Managing social conflicts	5	125	14	13	1	2	95		5		
13	Service management	5	125	15	27	1	2	80			5	
14	Strategic management	5	125	13	15	2	2	93		5		
15	<b>Elective Study courses</b>	<b>5</b>	<b>125</b>								5	
A	Managing Political conflicts and international security	5	125	15	12	2	1	95				
b	Euro Integration - Problems and Prospects	5	125	15	12	1	2	95				
	<b>Research component</b>	<b>45</b>										
	Draft Master's thesis Prospectus:	5	125								5	
	Theoretical / experimental research / practice	10	250								10	
	Finishing and defense of a Master's thesis	30	500									30
	<b>Total</b>	<b>120</b>							<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

### Map of learning outcomes

N	Subject	General and field competencies:

		Knowledge and understanding	Applying knowledge	Making judgment	Communication skills	Ability to learn	Values
1	Sociological survey methods	X	X	X	X	X	X
2	Public Policy and Management	X	X	X			
3	Art of negotiations	X	X		X		X
4	Public relations and politics	X	X			X	X
5	Strategic Planning	X	X	X			
6	English language (sectoral) B-2 level	X	X	X	X	X	
7	State management and local self-governance	X	X	X	X		
8	Ethics, administrative corruption and state management	X	X	X			
9	Modern Technologies of Public Speech	X	X		X		X
10	State, politics and mass media	X	X	X			
11	Manage Emergency Situations	X	X	X	X		
12	Managing social conflicts	X	X		X		
13	Service management	X	X		X		
14	Strategic management	X	X	X			
15. 1	Euro Integration - Problems and Prospects	X	X		X		X
15. 2	Managing Political conflicts and international security	X		X	X		
16	Research component	X	X	X	X		