LEPL Iakob Gogebashvili Telavi State University

Faculty of Social Sciences, Business and Law

Bachelor Educational Program:

"Public Administration"

Broad field: 04 -Business, Administration and Law

Narrow field: 041 Business and Administration

Detailed field: 0413 Management and Administration (0413.1.3 Public Administration)

Program Directors:

Shalva Tchkadua, Associate Professor

Irma Shioshvili, Professor, Academic Doctor of Philosophy

Ekaterine Natsvlishvili, Invited Doctor

1. Approved by the Faculty Board
   Minutes № 11, 4.06.2024

   Faculty Dean: /T. Tamarashvili/

2. Recommended by the Faculty and University
   Quality Assurance Services

   Minutes №10 4.06.2024

   Head of the University Quality
   Assurance Service: /S. Tatulishvili/

3. Approved by the Academic Council
   Minutes № 15 4.06.2024

   Rector of the University: /Sh. Tchkadua/

Faculty: Social Sciences, Business and Law

Department: Social Sciences, Business and Law

Name of the Educational Program: Public Administration

Program Analogue(s): The program has been developed by considering the experiences of similar programs at both Georgian and international universities, including:

1. LEPL Georgian Technical University (for information about the program see the website: https://gtu.ge/pdf/programs/bach/bef/file3.pdf)

2. LEPL Akaki Tsereteli State University (for information about the program see the website: https://atsu.edu.ge/ge/faculty/7-biznesis-samartlisa-da-sotsialur-metsnierebata-pakulteti/fprograms/1/78)

3. LEPL Samtskhe-Javakheti State University (for information about the program see the website: https://sjuni.edu.ge/wp-content/uploads/2023/11/%E1%83%99%E1%83%90%E1%83%A2%E1%83%90%E1%83%9A%E1%83%9D%E1%83%92%E1%83%98-%E1%83%98%E1%83%A3%E1%83%A0%E1%83%98%E1%83%93%E1%83%98%E1%83%A3%E1%83%9A%E1%83%98.pdf)

4. LTD Caucasus University (for information about the program see the website: https://cu.edu.ge/ka/schoolss/csg/programs-csg/bachelor-csg/sabakalavro-programa-sajaro-martvashi)

5. LTD International Black Sea University (for information about the program see the website: https://ibsu.edu.ge/ge/law-page/public-administration-and-state-governance/)

6. University of Colorado, Denver, USA, - Curriculums of BA in Public Administration https://publicaffairs.ucdenver.edu/programs/public-affairs-programs/bachelor-of-arts-in-public-administration

7. University at Albany – State University of New York, USA, – BA in Public Policy and Management- https://www.albany.edu/rockefeller/programs/ba-public-policy-and-management

8. National University, Los Angeles, CA, Bachelor in Public Administration - https://www.nu.edu/degrees/professional-studies/programs/bachelor-public-administration/)

Educational Program Directors:

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Academic Education Level: Bachelor (I level of higher education)

Educational Program Type: Major

Language of Instruction: Georgian

Qualification to be awarded:

Bachelor of Public Administration - BPA

Program capacity in credits: 240 (ECTS) Credits.

Prerequisite for admission to the program: According to the rules established by the legislation of Georgia, a citizen of Georgia who has a document confirming complete general education and successfully passes the exams administered by the National Examination Center of Georgia can be enrolled in the undergraduate (Bachelor) educational program. Enrolment of a person who is not a citizen of Georgia is regulated by the Law of Georgia on Higher Education.

The purpose of the educational program: The Bachelor educational program of Public Administration clearly reflects the mission, vision and values of Iakob Gogebashvili Telavi State University, as well as the main goals of the Faculty of Social Sciences, Business and Law.

The Bachelor educational program of Public Administration is focused on offering students teaching adapted to the specifics of the public sector (especially regional/municipal needs), conformable with modern standards of higher education.

Taking into account the above, LEPL Iakob Gogebashvili Telavi State University Bachelor educational program of Public Administration aims to:

I. Provide students with a comprehensive understanding of public administration, thoroughly clarifying key issues related to the assessment of opportunities and challenges in public service development within the modern political, economic, and social environment, as well as the management of organizational processes and activities of civil servants;

II. Equip students with the methodological knowledge necessary to address standard and unforeseen problems encountered in public administration, as well as the practical skills to utilize basic methods and tools; develop essential competencies for resolving organizational and management challenges in the field of public administration;

III. Prepare students with a bachelor's degree in public administration as qualified and competitive specialists, ensuring they possess both the fundamental knowledge and skills required for employment in the public service as well as general competencies crucial for professional development and personal achievements; understand the critical importance of adhering to the principles and values of modern public administration in their interactions with the state and society; recognize the necessity of established professional standards and general rules of conduct in public service, upholding the supremacy of the law, and ensuring equality before it.

Learning Outcomes: The learning outcomes of the Public Administration bachelor educational program at LEPL Iakob Gogebashvili Telavi State University 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 outcomes matching the qualification descriptor. These learning outcomes align with the requirements established by the sectoral characteristics of public administration higher education, which are mandatory for awarding the academic degree of Bachelor of Public Administration and are based on the recommended learning outcomes. (For more details, refer to the official website of LEPL National Center for Educational Quality Enhancement: https://eqe.ge/ka/page/static/1028/biznesi-administrireba-da-samartali). Upon completing the Bachelor Educational Program of Public Administration, graduates will develop the following competencies:

Knowledge and Understanding

(1) **Discusses** the theoretical and conceptual foundations of public administration: the main stages of the formation and development of public administration, trends, basic theories, modern concepts and models, and fundamental principles. It covers the institutional, legal, political, social, economic, organizational, and ethical context of public administration. It also examines the characteristics, basic principles, and methods of state management and public service systems.

(2) **Explains** the forms of institutional, territorial-administrative and organizational arrangements of modern public administration; forms, directions, functions of the activity of administrative bodies; legal, economic, organizational principles defining the relationship between the central government and local self-government; the place and role of the state, regional and municipal management in the political system and public administration; mechanisms of coordination of actions of state institutions and civil society; the mechanisms necessary for the implementation of result-oriented decisions; In general, the basic concepts and provisions related to the field of public administration.

(3) **Describes** the local, national, and global environments of public organizations, focusing on current processes, key actors, and interest groups involved in public administration; explores mechanisms for public involvement in the administration process. Within the context of globalization and digital transformation, analyzes the primary directions for developing democratic states and result-oriented public administration. Discusses modern trends in reforming public management, e-government implementation, and the adoption of "good governance" standards, along with the latest achievements and challenges. Lastly, examine effective, efficient, and innovative tools for implementing governance processes, including international perspectives.

(4) **Explains** the importance of effectively and efficiently using and managing the organization's/institution's resources (human, financial, informational, material, etc.), regulating the financial system at the central and local level, planning, implementing, evaluating the state budget, properly working public organizations, providing quality public services, implementing accountable and effective governance, effective communication with the public and compliance with the norms of professional ethics for the operation of a modern, successful public service.

Skill:

(5) **Uses** fundamental methodologies for studying-solving problems relevant to the field of public administration: utilizing quantitative and/or qualitative methods, case studies, policy analysis, and other relevant methods or/and analytical tools **analyzes** current processes within the public administration environment. Through statistical analysis of pertinent data, **identifies** and **investigates** issues related to state or local economies, financial policies and budgeting, statewide, regional, and municipal management, social and legal aspects, political dynamics, and public administration; **identifies** and **evaluates** factors influencing the development and implementation of public policies, resource management, and decision-making. It addresses the primary challenges associated with effectively implementing public administration, factors influencing public service operations and decision-making at various levels (state, regional, municipal); **discusses** anticipated outcomes, consequences, risks, and opportunities.

(6) When analyzing specific situational examples within the field of public administration, **determines** solutions for problems and challenges identified at various levels of administration (national, regional, municipal, sectoral, organizational). This involves effective management of processes, measures for improving public organization activities, supplying qualitative services/social benefits; **outlines** priority goals, action tasks, processes, and indicators necessary for planning and management coordination;

formulates reasoned proposals and conclusions regarding activities to be implemented or changes to be made to solve problems in public administration and to share best practices.

(7) In adherence to predefined guidelines, **plans** and **carries out** research on topics pertinent to public administration; through systematic information retrieval and rigorous data analysis, ensures adherence to principles of academic integrity and ethics. This culminates in the development of a research project or bachelor's thesis, then **presents** it to interested stakeholders; **engages** in effective communication, actively **participates** in discussions, **expresses** own positions and **proves** them clearly and persuasively.

Responsibility and Autonomy:

When discussing specific situational examples and solving problems in the field of public administration

(8) Participates in the process of managing problems related to the field of public administration; **takes into account** democratic values, constitutional order, and human rights. Considers standards, basic principles, rules of conduct, and ethical norms established in public service. Recognizes the diverse environment/needs of society or the public service; characteristics of group diversity and individual differences. **Makes decisions/acts** within the scope of economic, legal, social, and moral responsibilities or professional competence.

(9) Evaluates economic, legal, social, and ethical consequences of a public servant's activity; it also involves assessing attitudes towards recognized principles, established norms, and values in public service. This discussion addresses challenges and emphasizes opportunities for developing both personal and others' professional competences.

Methods and Forms of Learning Outcomes:

For the purpose of organizing the teaching process within the framework of the Bachelor educational program of Public Administration, special teaching-learning methods and activities are employed to ensure the attainment of knowledge and skills stipulated by the program, as well as the development of competencies conformable with the qualification of a Bachelor of Public Administration.

The program goals and learning outcomes are achieved through student-oriented teaching implemented within individual study courses. This includes lectures, collaborative work in groups, student counselling, independent work, practical training, and the preparation of a bachelor's thesis according to predetermined guidelines.

The following teaching-learning methods and activities are used in study courses offered within the bachelor program:

☐ Lecture   ☐ Groupwork   ☐ Seminar
☐ Homework/research paper/project   ☐ Practical work
☐ Practical training   ☐ Bachelor Thesis
☐ Teaching with electronic resources   ☐ Other

For each course offered within the program, teaching and learning methods are selected based on the content of the relevant study material and the intended learning outcomes. Consequently, a lecturer delivering a specific course may utilize one or more of the methods listed above, or any other method depending on the course objectives. Detailed information about the teaching-learning methods and activities employed is provided in the course syllabi.

Below is a brief description of the methods and activities selected to achieve the specified learning outcomes of the Bachelor Program of Public Administration.

A lecture is a direct teaching process aimed at imparting theoretical approaches to a specific topic and offering theoretical-practical methods for solving related problems. It provides a comprehensive, systematic, and evidence-based presentation of the subject matter. The lecture ensures a theoretical-scientific and logically coherent understanding of the core principles of the topic being studied, fostering a creative and active perception of the presented material. The lecture plays a crucial role in the development of students' cognitive skills, as well as the accumulation and systematization of knowledge. In the syllabi of the study courses offered by the program, each new topic begins with a lecture. Subsequent practical or laboratory sessions, or other methods and activities, are designed to ensure a proper understanding of the new material and to reinforce the knowledge gained. Consequently, the outcomes of the next stage of teaching are highly dependent on the quality of the lecture. Theoretical studies will primarily be conducted using interactive methods. Study materials will be systematically and consistently provided to students according to the syllabus plan of the course. Theoretical lectures will mainly utilize presentation materials. Additionally, facts, examples, charts, diagrams, graphs, and other visual aids will be used to clarify the concepts presented in the lectures.

The material presented during the lecture is transformed into a comprehensive knowledge system **through the student's independent work**. The primary purpose of this process is to: arouse the student's interest in books and other information sources; foster a desire to study issues independently. This approach serves as a means of stimulating independent thinking, encouraging analysis, and drawing conclusions; in order to develop the skills of independently finding and processing information on topics or specific issues covered by the syllabi of the study courses offered within the program, it is essential to: determine the necessary resources for completing the task; evaluate one's academic ability; select an appropriate learning method or strategy for strengthening knowledge through self-study. This approach ensures that learners can effectively manage their learning process without relying on the head of the study course. Independent work encompasses the amount of time a student spends mastering the study discipline. "Independent hours" refer to the time necessary for an student with an average academic progress to independently learn the material and achieve the planned learning outcomes.

In the form of groupwork, students will engage in individual and group work through various learning activities, such as case studies, problem-solving scenarios, discussions, debates, role-playing, simulation games, and homework reviews. These activities, outlined in the course syllabi, are designed to help students master specific topics. The purpose of working in groups is to deepen and specify the knowledge acquired during lectures, reinforce students' understanding through practical activities, and develop their skills in applying this knowledge in real-world contexts.

The purpose of **practical training** is the gradual application of theoretical material through the solution of specific tasks, which forms the basis for developing the habit of independently using theoretical knowledge. The supervisor of practical education should emphasize the methodology of problem-solving, such as the execution of drawings and schemes, and the application of appropriate techniques in calculations.

Internship serves to deepen and strengthen the knowledge received by students. It promotes the development of practical habits by applying the acquired knowledge and skills within the framework of a specific study course to real-life situations. This involves solving problems identified in public administration using the methods and tools mastered during the study course.

A Bachelor's thesis ensures the development of the student's foundational research skills and the application of knowledge and skills acquired from individual study courses in practical situations. It serves as the culminating work of the Bachelor program, presented in the form of a theoretical-practical

research paper. The purpose of the thesis is to integrate, expand, and deepen the knowledge gained through the competencies achieved by the student throughout the various components of the study program. This involves identifying specific practical problems related to the field of public administration, developing methods to address them, and ultimately finding solutions.

A student who has accumulated 105 ECTS credits in the mandatory component of their main field of study will be allowed to prepare a Bachelor thesis. The Bachelor Thesis must be completed individually by the student and defended in the eighth semester of the bachelor program.

To successfully complete and defend a Bachelor Thesis, the student must be able to: research a problem related to the field of public administration: identify the problem, search for relevant information, and process the data necessary for its study and solution, analyze results, evaluate findings, formulate conclusions, and prepare expert opinions/recommendations in order to share best practices for problem-solving and prevention; present the completed work and provide a well-argued justification of their position.

Detailed information on the criteria for preparing, drafting, and evaluating a Bachelor Thesis is provided in the syllabus of a Bachelor Thesis and the Regulations governing the Rules for Developing, Drafting, Defending, and Evaluating a Bachelor Thesis.

The format of work in the working group includes conducting **seminar classes**, aimed at concentrating attention on the performance of specific tasks, typical tasks, and cases. This approach ensures, on one hand, the development and strengthening of the student's cognitive skills, and on the other hand, the enhancement of their ability to transfer acquired knowledge into practice. The purpose of the seminar is to provide students with an opportunity to deepen their understanding of topics covered in lectures. To achieve the desired learning outcomes, various methods and activities are utilized, including:

Using explanations, the lecturer presents new lecture material to the students, introduces the topic to be studied, and elucidates key issues, provisions, or terms. This method combines verbal and demonstrative techniques. Specifically, verbal explanations of new lecture material are accompanied by appropriate visual aids, such as schemes, pictures, diagrams, or video stories. In teaching certain courses, the demonstration may take a simpler form, such as solving a problem through a visual presentation of actions on the board. This approach allows the lecturer to illustrate the various stages of understanding the learning material and clarify what students will need to do independently. Simultaneously, this strategy visualizes the core aspects of the issue or problem. The use of visual aids significantly enhances the students' perception and retention of the material.

Work on the book (source) and **written assignments** are utilized to promote the development of students' cognitive skills, such as analysis, synthesis, deduction, induction, reading comprehension, and written communication, as well as independent work skills. **Work on the book** primarily serves for students' independent familiarization with mandatory and supplementary literature provided by the syllabus. This involves studying relevant material, processing and analyzing assigned topics, which is necessary for the preparation of various types of homework, including presentation reports, debates, discussions, and abstracts. This process aids students in absorbing the material and developing skills for independently searching and processing relevant literature, information sources, legislative materials, and other resources, and in drawing conclusions. **Written assignments** are used for creating main excerpts from read literature, information sources, or audio-visual materials, developing theses, writing case analyses, essays, reports, and more.

When conducting a lecture using **induction**, students become accustomed to generalizing facts in the learning process and drawing general conclusions from specific lessons. Through **deduction**, students

learn to distinguish particular characteristics from common ones, make accurate conclusions based on an understanding and analysis of general principles and laws, and determine the factual reality of specific events. The use of **analysis** helps students to break down learning material into its constituent parts, facilitating a detailed understanding of individual issues within the set problems. **Synthesis**, on the other hand, helps to create a comprehensive picture by integrating separate issues, thereby developing the ability to see problems as a whole.

Case studies are actively employed in various courses within the program, significantly contributing to the practical application of theoretical knowledge acquired by students. They facilitate the analysis of practical scenarios, the identification of specific problems, the prevention of unstructured issues, or/and the search for optimal solutions. Additionally, case studies enhance decision-making and action planning skills in specific situations, fostering development of skills for expressing own decisions. In the teaching process, oral discussions feature selected learning cases from the field of public administration. These cases aim to familiarize students with concrete examples, facilitating background discussion and experience sharing to introduce correct decision-making algorithms. Additionally, dilemmas are presented, focusing on problem formation. These cases describe situations with problems that have arisen in specific periods of time. The purpose of such a business case is to develop skills in diagnosing situations, identifying problems, and making decisions. An extensive, unstructured case is assigned as homework for written analysis. This assignment serves to enhance skills in detailed information analysis, problem identification, critical thinking, data processing, and systematization, as well as in finding and discussing alternative decision-making strategies and setting an action plan.

Problem-based learning (PBL) is utilized as an activity to teach students complex concepts and principles by engaging them in the solving of real-world practical problems. In PBL, the problem serves as the initial step for generating new knowledge. (Paradoxical or unusual facts and ideas are incorporated into various courses within the program for teaching purposes, often involving conflicting, contradictory, uncertain, or morally challenging situations). This method places students in the role of active learners, as learning is driven by open-ended problematic questions that require them to generate additional knowledge. PBL fosters the development of critical thinking, problem-solving, and communication skills. It also provides opportunities for students to work in groups, gather and assess research materials, and cultivate autonomous learning abilities.

Task-Based Learning is one of the effective interactive methods crucial for achieving the learning outcomes outlined in course syllabi. In this approach, teaching integrates diverse learning tasks, such as specific situations, exercises, practical tasks, or other formats, with clear instructions for execution. The lecturer's role in employing this method involves promoting learning through assignment preparation and assessment. Each student is assigned a specific task to solve according to given instructions.

The implementation of the TBL method in the Public Administration Bachelor Program and the execution of specific tasks within a separate training course necessitate active student involvement in the teaching process. Here, practical application of theoretical material becomes paramount. This approach facilitates students' gradual comprehension of theoretical concepts through task-solving, cultivates habits of independent utilization of theoretical knowledge, and ultimately enhances skills in applying quantitative methods and/or specific models, instruments, and techniques in managerial decision-making processes.

Brainstorming is commonly employed in most of the study courses to elucidate specific lecture topics and foster a creative approach to addressing issues or problems within the subject matter. It involves generating comprehensive insights, proposing radically different opinions or ideas, conducting

comparative analyses, synthesizing information, and forming logically reasoned conclusions. It serves to enhance skills in critical thinking and structured reasoning. "Brainstorming" engages students with issues, fostering their interest and enabling a multifaceted perception, in-depth analysis, and proper retention of the subject matter. This method proves effective especially in large groups of students and typically involves several main stages: defining the problem or issue from a creative perspective; non-critically record ideas from the audience within a specified timeframe, primarily on a board; exclude ideas that are irrelevant, identifying those most pertinent to the issue; establish evaluation criteria to assess the relevance of ideas to the research objective; evaluate selected ideas with predetermined criteria; identify the idea with the highest evaluation as the optimal solution to the problem.

Discussion is among the most commonly employed methods in study courses, significantly enhancing the quality and active engagement of students in the learning process. Depending on the course's focus, pertinent, topical, or intriguing topics related to public administration (or contiguous field) are selected for discussion. Students are provided with opportunities to actively demonstrate their acquired knowledge related to the discussion issue, participate in group work processes, deliver prepared presentations, ask pertinent questions, present counter-arguments, and defend their opinions with supporting arguments. Through discussions, students learn to articulate their opinions to their audience, develop argumentation skills, justify their positions using various sources, and gain the ability to listen to and respect opposing viewpoints. They also acquire techniques for active listening and asking questions.

Debate - teaching in this method involves both individual and group research into critical issues, processing information, preparing, and presenting an argumentative report in support of a predetermined position. Participating in debates significantly contributes to strengthening skills such as active listening, distinguishing between subjective and objective information, critical thinking, analyzing complex problems, asking pointed questions, arguing and counter-arguing effectively, comparing relevant information, and formulating one's own opinions based on evidence.

Group (collaborative) work - teaching with this method involves dividing students into small groups to complete specific tasks. Depending on the course's focus, groups are assigned educational tasks such as analyzing a concrete situation, evaluating a plan/strategy/policy document, creating an outline, or identifying and solving a problem, etc. Each group member works individually on the task and shares their findings with the group. Roles within the group may be reassigned based on the task, ensuring maximum engagement from all students. This approach motivates students to pay close attention during lectures and prepare thoroughly to contribute effectively to their teams. Group work fosters teamwork skills, encourages students to articulate their own opinions, listen to others, and analyze quickly under time constraints.

Project preparation is an effective method of interactive learning widely utilized in the Bachelor Program of Public Administration. It facilitates active and targeted learning by engaging students in diverse tasks aimed at solving specific learning problems or implementing initiatives. Through project development, students enhance their research, creative, collaboration, and communication skills.

The project preparation includes stages of planning, research, practical activities, and presentation of results based on the selected issue. The project will be deemed successful if its outcomes are clearly and persuasively presented in a correct format. Considering the specifics of the study course and the project at hand, it can be executed individually, in pairs, or in groups.   Also, the project work may include the material covered in one or more study courses. Therefore, during the implementation of the Bachelor Program of Public Administration, students undertake project work to solve a task/problem set within a

specific course. Providing the specific nature of the course and project topic, sometimes, they have to apply their knowledge to different contexts. Such interdisciplinary applications enable students to explore issues from multiple perspectives, fostering skills in knowledge transfer and multidisciplinary comprehension of a problem/issue, complex analysis, and synthesis of experience. Importantly, upon completing project tasks for individual courses, students present their work to diverse audiences. This experience enhances their abilities in presentation, communication, participation in discussions, argumentative presentation and defence of their positions.

The **presentation** involves action-oriented learning, during which students are required to search for relevant materials on predetermined issues and deliver a slideshow. Considering the course specifics and the presentation task, students can present either individually or in groups.

Action-oriented teaching requires the active involvement of both the lecturer and the student in the teaching process, with a special emphasis on the practical interpretation of theoretical material. In some study courses, practical exercises and tasks are used in this format, aiding students in gradually understanding the theoretical material through specific exercises and tasks. This approach helps students develop the habit of independently applying theoretical knowledge.

Teaching with electronic resources (E-learning) involves using electronic materials and the Internet, along with various software products and/or multimedia, to master specific topics or issues within certain study courses during the implementation process of an educational program. This method is actively utilized in delivering specific courses offered in the framework of the Public Administration Bachelor Program. E-learning not only provides students with the opportunity to deepen their knowledge in the field but also enhances their ability to use modern technologies effectively. It supports the independent processing and systematization of information and aids in preparing and making decisions on issues related to public administration. Additionally, this method is effectively used in teaching the languages offered within the program, contributing to the development of communication skills.

Information on additional activities within the Bachelor Educational Program of Public Administration can be found in the specific course syllabi.

Field of Employment:

Graduates of the Public Administration Bachelor Program can pursue careers in various sectors, including:

- State public institutions
- Budgetary organizations
- Regional and local self-government bodies
- Non-entrepreneurial (non-commercial) organizations
- International organizations/representations

The graduate will be able to continue their studies at the second level of higher education, enrolling in a Master's educational Program that aligns with their interests and complies with the legal requirements.

The material and technical base includes computer centers equipped with unlimited internet access, conference and presentation halls, well-equipped auditoriums, and lecture courses led by professors and teachers. Additionally, the base encompasses personal libraries and reading rooms, regularly updated with modern printed and electronic literature. Furthermore, it includes a technically equipped library connected to the international network.

Field-related Electronic Database:

EIFL Consortium Databases with Publication Opportunities:

1.Cambridge Journals Online *(https://www.cambridge.org/core)*;

2.e-Duke Journals Scholarly Collection *(https://read.dukeupress.edu/)*;

3.Edward Elgar Publishing Journals and Development Studies e-books *(https://www.elgaronline.com/)*;

4.European Respiratory Journal *(https://erj.ersjournals.com/)*;

5.IMechE Journals *(https://uk.sagepub.com/en-gb/eur/IMEchE)* ;

6.Mathematical Sciences Publishers Journals*(https://msp.org/)*;

7.Openedition Journals *(https://www.openedition.org/)*;

8.Royal Society Journals Collection *(https://royalsociety.org/journals/)*;

9.SAGE Journals *(https://journals.sagepub.com)*;

10.The Company of Biologists' Journals *(https://www.biologists.com/development/)*.

11. ACM Digital Library - https://dl.acm.org/

Database of electronic books and magazines (Oxford University):

Education -

https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC01940

Linguistics -

https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/AHU01290

Environmental Protection -

https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC02100

Business and Management

https://global.oup.com/academic/category/social-sciences/business-and-management/?lang=en&cc=ge

Economics

https://global.oup.com/academic/category/social-sciences/economics/?lang=en&cc=ge

Finances

https://global.oup.com/academic/category/law/financial-law/?lang=en&cc=ge

HEINONLINE Law Database: https://heinonline.org/HOL/Welcome (by providing an external access service)

Elsevier Databases:

1. ScienceDirect®online   http://www.scopus.com
2. Scopus® online   https://www.sciencedirect.com

EBSCO Databases

Agrarian Field:

EBSCO Food Science Source (by providing an external access service).

Tourism Field:

EBSCO Hospitality & Tourism Complete (by providing an external access service).

Student Knowledge Assessment System:

Students' knowledge is assessed, and credit is awarded in accordance with Order No.3 of the Minister of Education and Science of Georgia and the Regulation on the Educational Process of LEPL Iakob

Gogebashvili Telavi State University (approved at the meeting of the Representative Council: Minutes No.3, 10.03.2017). For detailed information, please refer to the syllabus of the study courses.

The evaluation system allows for:

<center>a) Five Types of Positive Assessment:</center>

- **(A)** Excellent: 91-100 points of maximum assessment
- (B) Very Good: 81-90 points of maximum assessment
- (C) Good: 71-80 points of maximum assessment
- (D) Satisfactory: 61-70 points of maximum assessment
- (E) Sufficient: 51-60 points maximum assessment

<center>b) Two types of negative assessments:</center>

- (FX) Failed – Scores between 41-50 of the maximum assessment. This indicates that the student requires further effort to pass and is permitted one additional exam opportunity with independent study.

- (F) Failed – 40 points or less of the maximum grade. This signifies that the student's work is insufficient, requiring them to relearn the subject.

In the event of an FX grade in the educational program component, the higher educational institution shall administer an additional exam no later than 5 days after announcing the final exam results. If a student receives a score between 0 and 50 points on the additional assessment of the educational component, considering the grade obtained on the additional exam, they will be assigned F grade. Midterm, final, and supplementary exams are administered through the University Examination Center in accordance with relevant regulations.

The format and criteria for the midterm and final assessment components are determined by the syllabus of each study course.

<u>Note:</u> In each evaluation form (intermediate and final) outlined in the syllabus for all study courses, a minimum level of competence is defined. Specifically, the share of the minimum competence threshold in the final exam assessment should not exceed 60% of the final assessment. Credit for a course is awarded only after the student has achieved the learning outcomes planned by the syllabus, as evidenced by one of the positive evaluations mentioned above, which consists of the sum of the points obtained in the intermediate and final evaluations, while considering the minimum competence.

In educational practice, students are evaluated using a 100-point system. The assessment of learning outcomes during practical experiences is conducted periodically rather than as a one-time event. The components of midterm assessments are determined by the lecturer, who allocates points based on the specifics of the course as detailed in the teaching practice syllabus.

The bachelor thesis is assessed on a 100-point scale, with credit awarded for achieving a minimum of 51 points. Further details can be found in the regulations outlining the syllabus of the bachelor thesis, including procedures for its development, execution, defence, and evaluation.

Peculiarities of teaching organization: the program has 240 credits

- Component of the main field of study – 135 credits (mandatory component of the main field of study – 120 credits (including practice – 5 credits; bachelor thesis – 10 credits); optional component of the main field of study – 15 credits)
- Free (compulsory) component - 35 credits
- Free (optional) component - 10 credits
- additional program (Minor) or free component - 60 credits.

Note: Enrolment in the Bachelor Program of Public Administration requires passing a unified national exam in English. As part of the program's free component, a mandatory English course totalling 20 credits is offered. This course aims to validate students' English proficiency at B2 level, ensuring their qualification upon program completion.

Bachelor Educational Program: "Public Administration" Curriculum

№	Subject Code	Program Components	Prerequisite	Estimated Semester	ECTS Credits	Hour		Total
						Contact	Independent	
Study Component								
Obligatory Component of the Major Field of Study - 120 ECTS								
1.	SBLS1PAFoS&L	Fundamentals of State and Law	N/A	I	4	32	68	100
2.	SBLS1PACLoG	Constitutional Law of Georgia	N/A	I	5	46	79	125
3.	SBLS1PAPoE	Principles of Economics	N/A	I	6	46	104	150
4.	SBLS1PAMoPO	Management of Public Organizations	N/A	II	5	46	79	125
5.	SBLS1PAThoPG	Theory of Political Authority	N/A	II	5	32	93	125
6.	SBLS1PAML	Municipal Law	Constitutional Law of Georgia	II	5	48	77	125
7.	SBLS1PAPF	Public Finances	Principles of Economics	III	6	46	104	150
8.	SBLS1PAL&ChMPo	Leadership and Management of Changes in a Public Organization	Management of Public Organizations	III	5	48	77	125
9.	SBLS1PAEI-EUDS&I	European Union and European Integration of Georgia	N/A	III	4	32	68	100
10.	SBLS1PABoPAd	Public Administration	N/A	IV	6	46	104	150
11.	SBLS1PACSL	Administrative Law	Constitutional Law of Georgia	IV	4	32	68	100
12.	SBLS1PAPMinPS	Personnel Management in Public Service	Public Organization Management	IV	5	32	93	125

13.	SBLS1PAOofPACA	Organization of Public Authority - Comparative Analysis	N/A	V	3	32	43	75
14.	SBLS1PAAPinPS	Administrative Proceedings in Public Service	Public Administration	V	4	32	68	100
15.	SBLS1PAP&ECinPS	Public Service Ethics and Professional Conduct	N/A	V	4	32	68	100
16.	SBLS1PAPPA&P	Public Policy Analysis and Planning	Public Organization Management	V	6	46	104	150
17.	SBLS1PABofPMPA	Basics of Project Management for Public Administration	Public Organization Management	V	3	32	43	75
18.	SBLS1PAM&RG	Municipal and Regional Governance	1) Municipal Law 2) Public Finances	VI	5	46	79	125
19.	SBLS1PABofE-M	Electronic Management	N/A	VI	3	32	43	75
20.	SBLS1PAMofPS	Management of Public Services	Public Administration	VI	3	32	43	75
21.	SBLS1PASPAd	State Procurement Administration	N/A	VI	4	32	68	100
22.	SBLS1PASS	Social Statistics	N/A	VII	5	44	81	125
23.	SBLS1PAItoRM	Introduction to Research Methods	Academic Writing	VII	5	44	81	125
24.	SBLS1PALP	Learning Practice	Personnel Management in Public Service; Policy Analysis and Planning; State Procurement	VIII	5	65	60	125

			Administration; Municipal and Regional Governance; Management of Public Services					
25	SBLS1PABTh	Bachelor Thesis	Compulsory Subjects of the Major Specialty including the 7th Semester	VIII	**10**	12	238	250
Elective Component of the Major Field of Study - 15 ECTS								
1.	SBLS1PAGALofG	General Administrative Law of Georgia	Constitutional Law of Georgia		5	46	79	125
2.	SBLS1PAEL	Electoral Law	Constitutional Law of Georgia		4	48	52	100
3.	SBLS1PAFL	Financial Law	General Administrative Law of Georgia		5	32	93	125
4.	SBLS1PAFofI	Freedom of Information	-		3	32	43	75
5.	SBLS1PADC	Democracy and Citizenship	-		5	32	93	125
6.	SBLS1PARoCS	The Role of Civil Society						
7.	SBLS1PAMofPC	Management of Political Conflicts	-		5	36	89	125
8.	SBLS1PAG&PPG	Government and Political Processes in Georgia	-		5	32	93	125

9.	SBLS1PASD	Principles of Sustainable Development	-		4	32	68	100
10.	SBLS1PAFA&R	Financial Accounting and Reporting	-		6	46	104	150
11.	SBLS1PAFofA	Fundamentals of Auditing	Public Finances		5	46	79	125
12.	SBLS1PAI	Investments	Principles of Economics		6	46	104	150
13.	SBLS1PASE	Social Entrepreneurship	-		5	46	79	125
14.	SBLS1PAFoSM	Fundamentals of Strategic Management	Management of Public Organizations		5	46	79	125
15.	SBLS1PACM	Anti-crisis Management	Management of Public Organizations		5	46	79	125
16.	SBLS1PAPRT&PA	PR Technologies and Public Administration	-		3	32	43	75
17.	SBLS1PABofSM	Basics of Social Marketing	-		5	46	79	125
18.	SBLS1PATM	Time Management	Management of Public Organizations		5	32	93	125
Free Obligatoy Components- 35 ECTS								
1.	U1AW	Academic Writing	-	II	5	32	93	125
2.	U1CS&IT	Computer Skills and Information Technologies	-	I	5	32	93	125
3.	U1IiFM	Introduction to Philosophical Thought	-	I	5	47	78	125

4.		English Language (B1.1.; B1.2; B2.1.; B2.2.)	Previous Level of Language Proficiency for Each Course	I-II-III-IV	20	46	79	125
*Free Elective Component-10 ECTS*
1.	FECFGoG	General Geography	-		5	32	93	125
2.	FECGCoGH	General Course in the History of Georgia	-		5	45	80	125
3.	FECL	Logics	-		5	47	78	125
4.	FECRoCRbyIA	Eliminating Risks of Disaster via Inclusive Approach	-		5	32	93	
5.	FECCA	Computer Architecture			5	46	79	125
6.	EDS1PLTGF	General Psychology			5	45	80	125
*Minor Program or Free Components - (60 ECTS)*

A Map of Learning Outcomes:

Name of Obligatory Components/Subjects	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6	Result 7	Result 8	Result 9
Fundamentals of State and Law	✓					✓			
Constitutional Law of Georgia		✓						✓	
Principles of Economics	✓	✓			✓				
Management of Public Organizations			✓	✓		✓			
Theory of Political Authority	✓					✓			
Municipal Law	✓	✓			✓				
Public Finances		✓		✓	✓				
Leadership and Management of Changes in a Public Organization				✓		✓		✓	✓
European Union and European Integration of Georgia			✓					✓	
Public Administration	✓	✓	✓	✓	✓		✓		
Administrative Law	✓	✓		✓	✓				
Personnel Management in Public Service				✓	✓	✓		✓	

Course	1	2	3	4	5	6	7	8	9
Organization of Public Authority - Comparative Analysis	✔	✔				✔			
Administrative Proceedings in Public Service		✔						✔	
Public Service Ethics and Professional Conduct	✔							✔	✔
Public Policy Analysis and Planning			✔	✔	✔	✔	✔		
Basics of Project Management for Public Administration			✔				✔		
Municipal and Regional Governance	✔	✔		✔	✔	✔	✔		
Electronic Management			✔	✔		✔			
Management of Public Services			✔	✔		✔			
State Procurement Administration				✔		✔			
Social Statistics				✔	✔				
Introduction to Research Methods					✔		✔		
Learning Practice						✔		✔	✔
Bachelor Thesis	✔	✔	✔	✔	✔	✔	✔		✔

A Map for Evaluating Learning Outcomes

Name of Obligatory Components/Subjects	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6	Result 7	Result 8	Result 9
Fundamentals of State and Law	1					1			
Constitutional Law of Georgia		1						1	
Principles of Economics	1	1			1				
Management of Public Organizations			1	1		1			
Theory of Political Authority	1					1			
Municipal Law	1	1			2				
Public Finances		2		2	2				
Leadership and Management of Changes in a Public Organization				2		2		1	1
European Union and European Integration of Georgia			1					1	
Public Administration	2	2	2	2	1		2		
Administrative Law	2	1		2	2				
Personnel Management in Public Service				2	2	2		2	
Organization of Public Authority - Comparative Analysis	2	1				1			
Administrative Proceedings in Public Service		1						1	
Public Service Ethics and Professional Conduct	2; 3							2	2
Public Policy Analysis and Planning			2	2	2	2	1		

	1	2	3	4	5	6	7	8	9
Basics of Project Management for Public Administration			1				1		
Municipal and Regional Governance	2	2; 3		2	2; 3	2	3		
Electronic Management			2	2		2			
Management of Public Services			2	2; 3		2; 3			
State Procurement Administration				2 ; 3		2; 3			
Social Statistics				1	1				
Introduction to Research Methods					2		2		
Learning Practice						3		3	3
Bachelor Thesis	3	3	3	3	3	3	3		3

Reference: 1-introduction, 2-extend, 3-reinforcement

Alignment of Program Objectives and Learning Outcomes

Program Objectives	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8	Program Learning Outcome 9
I	✓	✓	✓	✓					
II					✓	✓	✓		
III						✓		✓	✓

The objective of the educational program:

The objective of LEPL Iakob Gogebashvili Telavi State University Bachelor Educational Program is:

I. To provide students with **broad knowledge** in the field of public administration, to thoroughly understand the key issues related to the assessment of opportunities and challenges of public service development in the modern political, economic and social environment, management of organizational processes, and activities of civil servants;

II. To provide students with the methodological knowledge needed to solve standard or unforeseen problems raised in the process of public administration, as well as the skills to use basic methods/tools in practice; to form necessary skills for solving organizational-management problems related to the field of public administration;

III. To **train** students with a bachelor's degree in public administration as qualified and competitive specialists who, following the basic knowledge and skills required for employment in the public service, also possess general competencies important for professional development and personal achievements; They realize the critical importance of being guided by the principles and values of modern public administration in relations with the state or society, the need to observe established professional standards and general rules of conduct in the public service, the supremacy of the law and equality before it.

Public Administration Bachelor Educational Program Learning Outcome Target Benchmarks according to Outcomes/Competencies

Outcomes	Target Benchmarks (Indicator and Evidence)
(1) **Considers** the theoretical and conceptual foundations of public administration: the main stages of its formation and development, as well as the various trends, basic theories, modern concepts, and models. It also examines the fundamental principles of public administration, its institutional, legal, political, social, economic, organizational, and ethical context. Additionally, it covers the characteristics, basic principles, and methods of state management and public service systems.	*Indicator:* *Considers:* • *The primary concepts and models concerning the origin of the state and law; the typology of states and legal systems; the fundamental elements characteristic of the state (territory, population, public authority, recognition); the defining features of civil society, legal state, and the social state; the foundations for the implementation and regulation of the state's legal functions; the stages of legal regulation, the subject of legal regulation, as well as its types and methods.* • *Basic theories and concepts of political power, the main forms of political-administrative structures, and the governing subjects of politics; characteristics of political power, the factors influencing its formation and development process, and contemporary trends.* • *Modern approaches and general principles of public administration; the main characteristics of functioning the public administration system and institutions; legal instruments for implementing public administration and the legal foundations of functioning the state management institutions; concepts of public administration ("legitimate authority" and "rational bureaucracy"; "new public management"; "Neo-Weberian bureaucracy"; "good governance"; "public-private partnership"; "e-governance"); models of public authority and its organization; contemporary trends, goals, directions, and effects of public reform; models of public service (advantages and effectiveness of application), principles, and general provisions of public service.* • *The legal nature of local self-government, the historical, theoretical, and practical aspects of local self-government law, the primary sources regulating local self-government law, the goals*

	and objectives of municipal law, the systems of local self-government and their characteristics; the main theories, models, and principles of regional and municipal management; the goals and basic functions of regional and municipal management. • *The essence of the economic function of the state, the basic regularities of the economy, and their impact on society. The causes of cyclical development of the economy, and features characteristic of open economy models. The role of national, regional, or municipal economies in the implementation of public administration and their importance in the development of society or a country.* • *The basic principles and fundamental values of public service ethics encompass several core elements. These include loyalty, adherence to legality, political and religious neutrality, freedom of expression, standard of subordination and communication (such as collegiality, the "principle of four eyes," and teamwork), as well as integrity and conflict of interests. These principles are underpinned by a legal framework and internal organizational regulations that define ethical behaviour within public service.; ethics monitoring goals and core programs.* **Evidence:** *survey (written; oral;) writing assignment / thesis; examination paper*
(2) Defines the institutional, territorial-administrative, and organizational forms of public governance, outlining the activities, responsibilities, and functions of administrative bodies. It establishes principles governing cooperation between central and local governments in legal, economic, and organizational matters, and discusses the role of national, regional, and municipal governance within the political system and public administration; coordination mechanisms for the	*Indicator:* *Defines:* • *Various forms of institutional, territorial-administrative, and organizational arrangements within public administration (unitary and federal states), types of management, different political regimes, peculiarities of functioning public authorities.* • *The foundations of the constitutional structure and territorial organization of Georgia, creation and functioning of constitutional-legal institutions of the state, including state bodies; forms of direct democracy in Georgia, legal, economic, and organizational principles of the highest and local self-government bodies and their activities of the Georgian state authority, as well as governing the relationship between the central government and local self-government.*

state institutions and civil society activities, and mechanisms for implementing result-oriented decisions, addressing key terms and regulations relevant to the field of public administration.	• *The fundamental principles of local self-government activities based on the European Charter; forms and methods of public oversight over the activities of self-government bodies; status and activities of local self-government executive and representative bodies; key principles related to self-government property and budget; general principles of public and municipal finance management; mechanisms for regulating municipal and regional economies; issues related to efficient use of economic resources across different sectors; types of intermunicipal cooperation, forms and measures of support; generally, the significance of intermunicipal cooperation for improving public management.* • *Mutual cooperation between political authorities and civil society as the cornerstone of a developed democracy; relationship between the state and its citizens; participation and engagement forms of citizens and public organizations in the development and management of public policies.* • *The specific importance of administrative proceedings in the public service, types of proceedings, peculiarities, grounds for its initiation, procedures; The responsibility of the administrative body, the forms of its activity (administrative-legal act, real act and administrative contract) and the grounds of proceedings (application, complaint).* ***Evidence***: *survey (written; oral) writing assignment / thesis; examination paper*
(3) Describes the local, national, and global environments, current processes of public organizations, including the main actors and interest groups participating in public administration; mechanisms of public involvement in these processes; the basic directions of developing democratic states and result-oriented public administration in the conditions of globalization and digital	*Indicator:* *Describes:* • *Internal and external environment of modern public organizations (levels of external environment); Internal variables and micro-macro environmental factors (direct and indirect impact factors), their interrelationship, impact force and effect.* • *European integration processes in the modern global environment - the impact of the activities of EU institutions and organizations related to them on the regional or world order; the main challenges, risks and opportunities of integration; The reforms implemented in the field of public administration in Georgia in the direction of European integration and their results.*

transformation, modern trends in reforming public management, e-governance, and the introduction of 'good governance' standards, including recent achievements and challenges; effective, efficient, and/or innovative tools for implementing governance processes, particularly at the international level.	• *Guidelines and standards of "New Public Management," "Electronic Management," and "Good Governance," and the possibilities of their implementation in the development process of a modern democratic state and result-oriented public administration; prerequisites and basic tools for effective state management (strategic planning; budgeting; state and municipal programs and projects; state and municipal marketing; public services; state procurements; digital technologies); conditions and effect of usage should be considered.* **Evidence**: *survey (written; oral) writing assignment / thesis; examination paper*
(4) Explains the importance of effective and efficient use and management of the organization/institution resources (human, financial, informational, material, etc.), regulating the financial system at the central and local levels, planning and implementation of the state budget, evaluation, proper operation of public organizations, provision of high quality public services, implementation of accountable and effective governance, effective communication with society, and observance of professional ethical standards for functioning the modern, successful public service.	*Indicator:* *Explains / considers:* • *The management processes, procedures, and functions of public organizations; effective and efficient utilization-administration technologies and instruments of organizational resources (human, financial, informational, material, etc.); the significance of correct management for overcoming resistance during the diagnosis and implementation of organizational changes; the role of choosing the appropriate leadership style, forming effective teams, and managing team behaviour in achieving the efficient and effective public administration.* • *The critical role of personnel management for successful functioning of the public service system; personnel planning, recruitment and selection, placement and utilization, as well as evaluation and development processes, fundamental procedures, personnel strategies, tools/techniques, conditions and opportunities for their operation and utilization; conditions for developing and implementing professional development programs for civil servants; the basic mechanisms for civil servant/employee responsibility and protection of labour rights, legal guarantees of social rights.* • *The Specifics of electronic management systems implemented in Georgian public services (electronic human resources management systems; electronic system of personnel administration, professional development and electronic system of professional development; case management systems; electronic system of evaluation of performed work; electronic*

	systems of communication and feedback with customers; incident management systems; time / task management systems), purposes of use, conditions and effects.
	- *The specifics of key models and directions of public service provision (health care and social assurance; education; infrastructure development; social security; cleaning and waste disposal; citizen services by the state, etc.); significance of financial administration and quality assurance of public services for ensuring the efficiency and effectiveness of public administration.*
	- *The role of state procurements in public administration encompasses legal, economic, and organizational foundations governing the organization and functioning of the state procurements system; procurement planning-implementation processes and procedures; preparing tender proposals, conducting electronic tenders, participating in them, and simplified procurement procedures; peculiarities of the state procurement contracts, the nature of disputes arising within the procurement sector, and methods for their resolution.*
	- *The structure and dynamics of budget classification, incomes and expenses; key financial categories relevant to state finances; key issues related to the structure of the state budget system, implementation of budgetary powers; the essence of the modern system of public finance planning and management, objectives and tasks for financial control at both state and local levels; major problems related to budget project preparation across different levels or implementation of approved budgets, along with their subsequent effects and potential solutions.*
	- *Factors affecting the development of the quality of ethics in a public organization (the quality of management, clarity of the organization's goals; consistency of the organization's activities; its attitude towards society; management based on transparency and accountability) and their impact; basic principles and measures for formation-management of an ethical organization in a public service.*
	Evidence*: survey (written; oral) writing assignment / thesis; examination paper*

(5) Uses the relevant basic methodology for the study and solution of the problem related to the field of public administration: based on the use of quantitative and/or qualitative methods, case studies, policy analysis or other relevant methods and/or analytical tools, **analyzes** the ongoing processes in the public administration environment; as a result of statistical processing of relevant data, **identifies** and **investigates** problems related to the state or local economy, financial policy and budgeting, state-wide, regional and municipal management, social, legal, political and/or public administration; **identifies** and **evaluates** the factors influencing the public policy development and implementation, resource management and decision-making processes; the main challenges related to the effective implementation of public administration, the factors affecting the public service functioning and the decision-making process in the field of public administration (state, regional, municipal); **discusses** expected/consequential results or effects, risks, opportunities.	*Indicator:* • *Uses standard research methods (theoretical, empirical, quantitative, qualitative) and tools (interview, survey, case analysis, observation, text analysis, content analysis) to study and solve the problem (organizational, economic, social, political, legal) related to the field of public administration.* • *In accordance with the set task, uses techniques for statistical analysis, methods, and data processing software to process important statistical data for public administration, evaluate the obtained results, and perform statistical forecasts and/or economic analysis in a specific field.* • *Discusses macroeconomic indicators and their calculation methods; uses macroeconomic policy implementation tools and proven methods to characterize micro and macro processes in the economy.* • *Uses cost and benefit analysis techniques when planning and making financial decisions. Applies state/municipal budget revenue and expenditure assessment methodology when making decisions related to the budget.* • *For the purpose of identifying and evaluating the capabilities of public organizations uses management research techniques such as SWOT and PESTEL analysis. For public policy analysis and planning, uses the main models and approaches of public policy analysis including the informational-procedural model of policy analysis, "quick policy analysis," the six-step model of Petton and Savitsky, the eight-step model, Ex-ante methods of policy analysis, such as economic analysis (including cost-benefit and cost-effectiveness analysis, etc.). Additionally, applies basic tools for forecasting and planning local economic development to solve the given tasks.* • *Uses personnel evaluation techniques and tools to prepare and make decisions regarding personnel in public administration.* • *Sorts and processes relevant information in accordance with the set goals. Analyzes problems (personnel, organizational, administrative, and others) and processes/factors related to the*

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	sphere of state or local economy, financial policy and budgeting, state-wide, regional, and municipal management, social, legislative-legal, political, and/or public administration (state, regional, municipal). ***Evidence:*** *survey (written/oral case analysis) / problem solving / discussion / paper presentation / exam paper*
(6) When considering specific situational examples based on the analysis of processes related to the field of public administration, **determines** the solutions to problems and challenges identified at different levels of administration (national, regional, municipal, sectoral, organizational). This involves the effective management of processes, the improvement of public organization activities, and the enhancement of the quality of services and public goods provided; **outlines** priority goals, action tasks, processes, and indicators necessary for planning and management coordination; **formulates** reasoned proposals and conclusions regarding activities to be implemented and changes to be made to solve problems related to public administration and share best practices.	***Indicator:*** ***Determines /evaluates:*** • *Personnel and other processes aimed at enhancing the activity and/or productivity of public organizations; various critical factors (direct/indirect) influencing on planning and implementing work processes, decision-making, communication, leadership styles, team management, and employee behaviour and/or other processes; their impact (impact effect and expected result); the implementation direction of change, conditions/ways for overcoming resistance to changes, and/or identifying and utilizing personnel or other potential.* • *Challenges, risks and opportunities related to the public political-administrative process, policy planning, strategic part and action plan development, budgeting and public consultations, in general, policy implementation, monitoring and evaluation, quality assurance.* • *The main challenges/ development opportunities related to the identification and use of the socio-economic potential of the territorial unit; priority directions of local economic development, strategy development-implementation measures.* • *Possibilities and conditions of use of widely implemented electronic management systems in the field of public administration; basic on-line tools important for performing operations and decision-making in the field of public administration, the possibilities of their safe use.* • *Measures aimed at improving the provision of public and municipal services and opportunities to create services tailored to the needs and demands of customers.* • *The main challenges related to the process of planning and reporting of public procurements,*

	preparation and conducting of electronic tenders, appeal and dispute processes related to procurement actions, measures to solve them. ***Expresses opinions/proposals/reasoned conclusions:*** • *Concerning the validity and significance of decisions - chosen structures, strategies, leadership styles, communication channels, management methods/models, or programs - made for achieving specific goals, improving and implementing processes related to the field of public administration efficiently and effectively.* ***Evidence:*** *survey (written/oral case analysis) / problem solving / discussion / paper presentation / exam paper*
(7) Following established guidelines, independently **designs** and **conducts** research on topics within the field of public administration; utilizing information retrieval and data processing methods, adhering strictly to principles of academic integrity and ethics, develops a research project/bachelor thesis to be **presented** to interested parties; **establishes** effective **communication**, participates in discussion, clearly **formulates** and **argues** own position.	***Indicator:*** • *For researching problem(s) in the field of public administration, **selects** a specific research topic. Considering the details of the research subject, defines the research problem, research design, and outlines the research plan; plans to conduct the research independently/with minimal consultation, determining suitable data collection/research methods and tools, and outlines practical action plans.* • *Investigates the selected problem, finds and processes relevant data; based on the analysis of research results, formulates justified conclusions;* • *Develops a research project, abstract, or work in compliance with academic integrity and ethical norms (necessary data and informational resources (such as relevant scientific literature, academic work, statistical data, laboratory research findings, video-audio material and etc.), obtains and uses them from official sources and/or with the permission of the author. Protects confidentiality and ethical norms during independent implementation of research activities and acquisition-processing-distribution of data.* • *Presents the final results of the research to interested parties, clearly formulates and discusses the research problem in front of the audience; presents research results clearly and with*

	adequate arguments, justifies own position. ***Evidence:*** *written preparation and presentation of the project/abstract/thesis.*
(8) Participates in the process of managing problems related to the field of public administration when discussing specific situational examples and solving problems in the field of public administration; **takes into account** democratic values, constitutional order and human rights; standards, basic principles, rules of conduct, ethical norms established in the public service, diverse environment/needs in the society or public service; characteristics of group diversity and individual differences; **makes decisions / acts** within the framework of economic, legal, social and moral responsibility or professional competence.	***Indicator:*** *When discussing problematic/dilemma situations related to the field of public administration: recognizes the principles and values necessary for the formation of a legal and democratic state, discusses and makes decisions from the standpoint of constitutional order, democratic principles and human rights protection. Provides/adheres to the general rules of ethics and behaviour established in public institutions, basic principles, ethical norms, peculiarities of the diversity of public service and individual differences, takes social and ethical responsibility for the results of team leadership and changes.* ***Evidence:*** *case (dilemma) analysis / problem solving / teamwork / discussion / paper presentation / learning practice*
(9) When discussing specific situational examples and solving problems in the field of public administration, **evaluates** the economic, legal, social and ethical consequences of the activities of a public servant; own or others' attitude towards recognized principles, established norms and values in the field of public service; discusses challenges and focuses on opportunities to develop own and others' professional competence.	***Indicator:*** • *When solving problematic/dilemma situations related to the field of public administration, evaluates the attitude of others/team members towards the norms and values established in the field of public administration.* • *Acts/makes decisions from the standpoint of constitutional order, democratic principles, and the protection of human rights; adheres to the professional standards and general rules of conduct established in public service.* • *When participating in group cooperation and/or discussion/dispute, fully shows respect for different opinions or opposite positions. Strictly adheres to the rules of opposition and norms*

	of ethical behaviour.
	• *On the basis of self-assessment, independently determines the activities necessary for systematizing one's knowledge and strengthening practical skills in a specific direction in the field of public administration.*
	Evidence: *case (dilemma) analysis / problem solving / team work / discussion / paper presentation / learning practice.*

To assess learning outcomes, students' achievements are evaluated in study courses, measuring both their theoretical knowledge and practical skills.

At LEPL Iakob Gogebashvili Telavi State University students' academic performance is evaluated by comparing it with the student ranking scale developed by the European Credit Transfer and Accumulation System (ECTS). For instance, academic results are deemed normal if:

1. The number of students with an **"A-Excellent"** grade does not exceed **10%** of the total number of students registered for the course;
2. The following grades are distributed as follows: **"B - Very Good" is -25%; "C-Good" - 30%; "D-Satisfactory" - 25%**;
3. The number of students with the grade **"E-Sufficient"** does not exceed **10%** of the total number of students registered for the course.

Therefore, the majority of students should have average grades, and very high and low grades - 10-10% of the total number of students.
After comparison, the reasons for deviations (if any) are determined and recommendations are developed.

Study course programs (syllabi): see additionally.
CV of the head of the program: see University website

Information about the human resource necessary for the implementation of the educational program

	Name, surname	Academic Degree	Status	Study Component
1.	Jumber Mailashvili	-	Invited Teacher	- Fundamentals of State and Law - Administrative Proceedings in Public Service - Financial Law
2.	Davit Lominashvili	Doctor of Law	Invited Doctor	Constitutional Law of Georgia
3.	Nana Rinkiashvili	Doctor of Economics	Affiliated Professor	- Principles of Economics - Social Entrepreneurship
4.	Solomon Ramazashvili	Doctor of Education Sciences	Affiliated Associate Professor	- Management of Public Organizations - Leadership and Management of Changes in a Public Organization - Personnel Management in Public Service - Bachelor Thesis
5.	Shalva Tchkadua	Doctor of History	Affiliated Associate Professor	- The Role of Civil Society - Government and Political Processes in Georgia - European Union and European Integration of Georgia - Bachelor Thesis
6.	Eka Natsvlishvili		Invited Doctor	- Public Policy Analysis and Planning - Organization of Public Authority - Comparative Analysis - Bachelor Thesis

7.	Ketevan Iromashvili		Invited Teacher	- Municipal Law
8.	Maia Aladashvili	Doctor of Social Sciences in Economics	Affiliated Associate Professor	- Public Finances - Anti-crisis Management - Principles of Sustainable Development - Bachelor Thesis
9.	Lali Chagelishvili-Agladze	Doctor of Economics	Professor	Basics of Project Management for Public Administration
10.	Mzia Maisuradze		Invited Teacher	- State Procurement Administration - Financial Accounting and Reporting
11.	Nanuli Khizanishvili	Doctor of Economics	Affiliated Associate Professor	Social Statistics
12.	Salome Tatulishvili	Doctor of Education	Affiliated Associate Professor	Introduction to Research Methods
13.	Ekaterine Machitadze		Invited Specialist	General Administrative Law of Georgia
14.	Ana Ustiashvili		Invited Teacher	Electoral Law
15.	Natela Basilashvili	Doctor of Political Science	Affiliated Assistant Professor	- Democracy and Citizenship - Management of Political Conflicts - Theory of Political Authority - Learning Practice - Bachelor Thesis
16.	Tinatin Arabuli		Invited Teacher	Fundamentals of Auditing
17.	Rusudan Dalakishvili-Chichinadze	Doctor of Economics	Invited Professor	- Investments - Basics of Social Marketing
18.	Tamar Rostiashvili	Academic Doctor of Economics	Invited Professor	Fundamentals of Strategic Management
19.	Lali Dzamukashvili	Doctor of Education	Affiliated Associate	PR Technologies and Public Administration

			Professor	
20.	Nino Kakhashvili	Doctor of Philology	Affiliated Associate Professor	Academic Writing
21.	Mariam Zakariashvili	Candidate of Pedagogical Sciences (in Informatics)	Affiliated Associate Professor	Computer Skills and Information Technologies
22.	Irma Shioshvili	Doctor of Philosophy	Affiliated Professor	- Introduction to Philosophical Thought - Logics - Public Service Ethics and Professional Conduct - Learning Practice - Bachelor Thesis
23.	Aleksandre Benashvili	Candidate of Technical Sciences	Invited Doctor	Computer Architecture
24.	Mevludi Maisuradze		Invited Teacher	Eliminating Risks of Disaster via Inclusive Approach
25.	Tamar Ghurtskaia		Invited Teacher	General Course in the History of Georgia
26.	Nana Berdzenishvili	Doctor of Geography	Affiliated Associate Professor	General Geography
27.	Ia Chakiashvili	Candidate of Psychological Sciences	Affiliated Associate Professor	General Psychology
28.	Ketevan Shashviashvili	Doctor of Education	Affiliated Associate Professor	English Language

29.	Shorena Lazariashvili	PhD Student	Assistant	Management of Public Services
30.	Tengo Kukunashvili		Invited Teacher	Electronic Management
31.	Nino Lomsadze	Academic Doctor of Public Administration	Invited Doctor	- Administrative Law - Public Administration - Freedom of Information
32.	Khatuna Guliashvili		Invited Teacher	- Freedom of Information
33.	Tengiz Mtvarelishvili		Invited Teacher	- Municipal and Regional Governance
34.	Ia Jimshitashvili	Candidate of Economic Sciences	Affiliated Professor	- Time Management

Minor Program: "Public Administration" Curriculum

Learning outcome: Minor program gives student the opportunity to acquire knowledge, develop relevant skills and demonstrate them in the following areas:

Knowledge and understanding

(1) **Discusses** the theoretical and conceptual foundations of public administration: the main stages of the formation and development of public administration, trends, basic theories, modern concepts and models, fundamental principles; the institutional, legal, political, social, economic, organizational and ethical context of public administration; characteristics, basic principles and methods of state management and public service systems.

(2) **Explains** the forms of institutional, territorial-administrative and organizational arrangement of modern public administration; activities, functions of administrative bodies; defining principles of relationship between the central government and local self-government; coordination mechanisms of actions of state institutions and civil society; in general, the basic concepts and provisions related to the field of public administration.

(3) **Describes** the environment of public organizations, the main actors, and interest groups participating in the process of public administration; mechanisms of public involvement in the process of public administration; the main directions of public administration development, the latest achievements and challenges in the conditions of globalization and digital transformation.

(4) **Explains** the importance of efficiently and effectively utilizing and managing an organization's/institution's resources (human, financial, informational, material, etc.), regulating the financial system at central and local levels, planning-implementing and evaluating the state budget, ensuring the smooth operation of public organizations, delivering high-quality public services, implementing accountable and efficient governance, effective communication with public, and adhering to professional ethical norms for functioning the modern, successful public service.

Skill

(5) **Analyzes** current processes in public administration; **highlights** the problems related to the state or local economy, financial policy and budgeting, as well as common-state, regional, and municipal management, social, legislative, political, and/or public administration issues; **identifies** and **evaluates** the factors influencing the processes of public policy development and implementation, resource management, and decision-making;

the main challenges related to the effective implementation of public administration; **discusses** the expected or consequential results and effects.

(6) When discussing specific situational examples, based on the analysis of processes related to the field of public administration, **identifies** measures for solving the problems/challenges revealed in the field of public administration and for managing processes effectively, improving the activities of public organizations, and enhancing the delivery of high-quality services/public goods. **Formulates** well-argued proposals/conclusions regarding activities/changes to be implemented for solving problems related to the field of public administration or for sharing best practices.

Responsibility and Autonomy:

When discussing specific situational examples and solves problems in the field of public administration

(7) **Participates** in the management process of issues related to the field of public administration; **takes into account** democratic values, constitutional order, and human rights; adheres to established standards, core principles, codes of conduct, ethical norms, and the diverse environment/needs present in society or public service; considers the peculiarities of group diversity and individual differences; **makes decisions/acts** within the framework of economic, legal, social, and moral responsibility, as well as professional competence.

Choice of Additional (Minor) Specialization: Students may choose the Public Administration Minor Educational Program at the end of the second semester, with the program commencing in the third semester. This option is available to students enrolled in any bachelor educational program offered by the university, with the exception of regulated or Public Administration bachelor educational programs.

№	Subject Code	Program Components	Prerequisite	Estimated Semester	ECTS Credits	Hour		Total
						Contact	Independent	
	Obligatory Component of the Major Field of Study - 60 credits							
1.	SBLS1PACLoG	Constitutional Law of Georgia	N/A		5	46	79	125
2.	SBLS1PAPoE	Principles of Economics	N/A		6	46	104	150
3.	SBLS1PAMoPO	Management of Public Organizations	N/A		5	46	79	125
4.	SBLS1PAML	Municipal Law	Constitutional Law of Georgia		5	48	77	125
5.	SBLS1PABoPF	Public Finances	Principles of Economics		6	46	104	150
6.	SBLS1PABoPAd	Public Administration	N/A		6	46	104	150
7.	SBLS1PACSL / SBLS1PAAPinPS / SBLS1PASPAd	Administrative Law / Administrative Proceedings in Public Service / State Procurement Administration	Constitutional Law of Georgia / Public Administration / N/A		4	32	68	100
8.	SBLS1PAPMinPS	Personnel Management in Public Service	Management of Public Organizations		5	32	93	125
9.	SBLS1PAP&ECinPS	Public Service Ethics and Professional Conduct	N/A		4	32	68	100
10.	SBLS1PAPPA&P	Public Policy Analysis and Planning	Management of Public Organizations		6	46	104	150
11.	SBLS1PAM&RG /	Municipal and Regional	1) Municipal Law		5	46	79	125

	SBLS1PAL&ChMPo	Governance / Leadership and Management of Changes in a Public Organization	2) Public Finances / Management of Public Organizations					
12.	SBLS1PAMofPS / SBLS1PABofE-M	Management of Public Services / Electronic Management	Public Administration		**3**	32	43	75