

Catalogue of
Ph.D Programs
(Delivered in English)

2025

Contents

Business administration	4
Computer science	12
American Studies	19
Education Sciences.....	28

About International Black Sea University

The International Black Sea University (IBSU) has been engaged in educational and scientific activities since 1995. The university is the first English-language educational institution in Georgia, which provides programs in both English and Georgian languages at all three levels of education.

More than 200 local and invited professors from different countries provide a high level of education at the university. International Black Sea University offers many opportunities to students. Namely: diverse public lectures, discussions with experts in various fields, participation in local and international conferences, mock trials, access to more than 25,000 books in the library and constantly updated electronic literature, involvement in more than 30 different clubs; Participation in various sports tournaments, opportunity of training in the gym, basketball court, open and closed stadiums, excursions, picnics, hiking and other extracurricular activities.

More than 4,500 graduates of the International Black Sea University hold an high education diploma issued by the university. IBSU students actively benefit from exchange programs. The university has signed 70 memorandums with educational institutions of 24 countries. IBSU is involved in Erasmus+ and DAAD projects.

Address: Davit Agmashenebeli Alley, 13th km, 2, Tbilisi

Postcode: 0159

+995 32 2595006

contact@ibsu.edu.ge

Please see the contact information in the section of a program

Business administration

Name of the Educational Programme:	Business Administration
Awarded Qualification:	Ph.D in Business Administration
Credit Value of the Programme:	53 ECTS
Language of Education:	English
Programme Admission Preconditions:	<p>According to Georgian legislation, the candidate for studying in this program should have a Master’s degree or a degree equal to it. With the exception of a person who has been awarded an academic master's degree based on the completion of a master's educational program that includes at least 60 credits, as provided for in paragraph 23 of Article 46 of the Law of Georgia on Higher Education. The requirement of the program is to have a bachelor’s or a Master’s degree in Business Administration or Economics. If the candidate possesses a foreign Master’s Diploma or an equivalent to it which is duly recognized under the law of the country concerned, the validity of the candidate’s diploma / awarded credits has to be confirmed by the LELP – Georgian National Center for Education Quality Enhancement.</p> <p>The criteria for admission to the doctoral program, as well as the evaluation criteria for the doctoral candidate selection process, is determined by the University, as approved by the „Doctoral Education and Dissertation Council Regulation“</p> <p>The candidate to the program should meet other admission criteria according to University regulations:</p> <ul style="list-style-type: none"> • should have the B2 level in English. An applicant who holds an international certificate of the relevant foreign language level determined as a prerequisite for admission to the educational program is exempted from passing the foreign language test. The level of the test conducted to determine the language proficiency level is determined by the „Language Competency Level“; The applicant is exempted from passing the foreign language exam if he/she has completed a foreign language educational program, having achieved the level determined by the prerequisite for admission to the program in the foreign language.

- the candidate to the program has to submit a 5-page research Proposal, the correspondence of which to the program requirements is assessed by a Dissertation Field Board commission consisting of minimum of three people (including program coordinators and minimum 3 field professors, including the supervisor of the program)
- The candidate is required to have a prior paper/publication in the relevant field, or/and participation in scientific research projects and events, or/and at least 2 years of work experience in the relevant field
- Then an interview based on the proposal is held

The program will also allow: Students enrolled in mobility in accordance with the order №10 / n of the Minister of Education and Science of Georgia of February 4, 2010 "On the Approval of the Procedure and Fees for Transfer from a Higher Education Institution to another Higher Education Institution.

The assessment criteria for the Research Proposal are:

	Not reflected	Unacceptable	Acceptable, with major changes	Acceptable, with minor changes	Acceptable
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-3	4-6	7-9	10-12
Theoretical and practical value: it is presented how the research can impact the field	0	1-3	4-6	7-9	10-12

	Literature overview: presents main achievements and names; reference list includes at least 10 important titles	0	1-3	4-6	7-9	10-12
	Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
	Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
	Academic and clear language	0	1-3	4-6	7-9	10-12
	Interview / oral presentation *: reveals a good knowledge of the topic, arguments any point from the proposal	0	1-4	5-8	9-12	13-16
	Total:					100
	* A candidate who obtains at least 51 points in the previous items is admitted to the interview; the candidate who obtained 41-50 points, can resubmit an improved version within submission deadlines. ** A candidate who obtains at least 9 points from the oral interview will be admitted.					
Purpose of the Programme:	The purpose of the program is to give the students skills to help them: 1. Analyse and formulate relevant research questions aimed to make a significant contribution to their respective fields of research; develop and implement research design and methodologies in practice that enable them to advance the boundaries of knowledge in their specialized fields. 2. Apply knowledge of modern Business administration theories to understand and solve various Business problems, Develop recommendations, and make decisions; 3. Demonstrate excellent oral and written communication skills, actively engage in international conferences collaborate well in international research groups, and publish articles in prominent journals.					
Learning outcome	Knowledge and understanding	1. Demonstrates deep theoretical and practical knowledge related to the latest achievements of the field of business administration;				

		<p>2. Formulates Ideas related to the modern tendencies of the business field which enables to critically evaluate and independently work on research literature, books, monographs, international articles;</p> <p>3. Understands critically theories, methodologies, and knowledge to address fundamental questions in their major area of study and contribute new mythologies and knowledge to existing literatures and theories.</p>
	Skills	<p>4. Analyses and form own views, using research and analytical methods and make decisions to solve problems in academic and business life as well.</p> <p>5. Develops his/her own research questions, models, and methodology, and interpret the results to make judgments about problems surrounding society and business.</p> <p>6. Conducts and supervises the research of other students show professional skills and show knowledge at a level required for university undergraduate and master teaching in their discipline and assessment of student learning.</p>
	Responsibility and autonomy	<p>7. Communicate with people from different backgrounds as both leaders/mentors and team members with integrity and professionalism;</p> <p>8. Express own views on the corresponding topic in the business community, independently participates in scientific or professional debates, and presents his/her work;</p> <p>9. Adheres to the principles of ethics and academic integrity in conducting and implementing research;</p>
Evaluation Criteria	<p>Student knowledge assessment system: The purpose of assessment is to qualitatively determine the student's learning outcomes in relation to the goals and parameters of the academic program. Assessment of the student's knowledge is carried out in oral and/or written form. The maximum evaluation of the training course/component is equal to 100 points. The assessment includes an intermediate and final assessment, the sum of which is 100 points.</p> <p>The evaluation system allows:</p>	

Five types of positive evaluation:

- A) (A) Friadi - 91-100 points;
- b) (B) very good – 81-90 points;
- c) (C) good – 71-80 points;
- d) (D) satisfactory – 61-70 points;
- E) (E) Sufficient – 51-60 points.

Two types of negative evaluation:

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

The minimum competence threshold for intermediate and final assessments is at least 51% of the corresponding assessment.

The point distribution of midterm and final assessments, their minimum competency thresholds and assessment rubrics are spelled out in the syllabus of the relevant component.

Credit can be obtained only after the student has achieved the learning outcomes set by the syllabus, taking into account the following necessary requirements:

- a) in case of exceeding the minimum competence limit of intermediate and final assessments;
- b) in case of obtaining at least 51 points out of the maximum 100 points of the final assessment.

A student will be admitted to the additional exam if he scored 41 - 50 points out of a maximum of 100 points in the final assessment or at least 51 points, but did not pass the minimum competence limit defined for the final assessment.

The format and evaluation criteria of the midterm and final assessment components are determined according to the syllabus of each learning component, taking into account their specificities and following the above criteria.

	<p>Dissertation Defense</p> <p>c) The dissertation is assessed by a jury during the defense.</p> <p>d) During the defense of the doctorate dissertation, the assessment takes place according to the following rubric:</p> <p>The assessment of the dissertation finally is done with the following wording:</p> <p>a) Excellent (summa cum laude) – 91points and over of maximum point – an excellent performance;</p> <p>b) Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects;</p> <p>c) Good (cum laude) – 71-80% of maximum point – a result exceeding given requirements;</p> <p>d) Medium (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects;</p> <p>e) Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes;</p> <p>f) Insufficient – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;</p> <p>g) Completely unsatisfactory (sub omni canone) – 40 points and less of maximum point – a result absolutely not satisfying given requirements.</p> <p>The student is awarded the academic degree of doctor in case of obtaining any of the above-mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctorate dissertation during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctorate dissertation.</p>
<p>Field of Employment:</p>	<p>A Doctorate degree is usually essential for an academic career or a specialist scientific post within research organizations academic institutions and Governmental Agencies.</p> <p>more specific employment areas of Ph.D. business administration can be mentioned as follows:</p> <ul style="list-style-type: none"> ● In higher educational institutions, including both academic and administrative positions to provide successful development of educational process; ● Scientific institutions (in particular: in such public and international organizations, which function as research institutes on modern tendencies in the business environment); ● Public and private business companies;

- As independent business experts.
- Governmental agencies;

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters										Distribution of Hours		Total number of hours	
				I Year		II Year		III Year		Contact Hours				Independent work			
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture	Seminar / Group Work / Laboratory	Midterm exam(s)	Final exam		Total number of contact hours		
I	Compulsory/Elective courses (study Component)			43 ECTS													
1	Pedagogy of Higher Education for Business and Technology	Compulsory	5	<input checked="" type="checkbox"/>							8	20	2	2	32	93	125
2	Multivariate Data Analysis	Compulsory	10	<input checked="" type="checkbox"/>							11	31	2	2	46	204	250
3	Research Methodology	Compulsory	8	<input checked="" type="checkbox"/>							14	14	2	2	32	168	200
4	Applied Econometrics	Compulsory	5		<input checked="" type="checkbox"/>						11	17	2	2	32	93	125
5	Doctoral Seminar	Compulsory	10		<input checked="" type="checkbox"/>						-	14	2	2	32	218	250
6	Professor's Assistance	Compulsory	5		<input checked="" type="checkbox"/>						32	-	-	-	32	93	125
II	Elective Courses			10 ECTS													
2	Organization Theory	Elective	10		<input checked="" type="checkbox"/>						13	15	2	2	32	218	250
3	Theory of Consumer Behavior	Elective	10		<input checked="" type="checkbox"/>						14	14	2	2	32	218	250

4	Advanced Corporate Finance	Elective	10		<input checked="" type="checkbox"/>					12	16	2	2	32	218	250
II I	Research Component – Doctoral Dissertation	Compulsor y				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Total			53	23	30											

IBS

Computer science

Name of the Educational Programme:	Computer Science																								
Awarded Qualification:	Doctor of Computer Science/კომპიუტერული მეცნიერების დოქტორი																								
Credit Value of the Programme:	60 ECTS																								
Language of Education:	English																								
Programme Admission Preconditions:	<p>According to Georgian legislation, the candidate to enroll at this program should have a Master’s degree in computer science or closely related fields. According to the university regulations, the candidate should have at least the B2 level in English certified by an international certificate and the relevance is approved by the IBSU School of Languages or a Master’s diploma received from English language program during last five years. In addition, according to the university regulations, the candidate has to submit a dissertation (research) proposal. The correspondence of the proposal to the program requirements is assessed by the Dissertation Field Board commission according to the rubric below, afterwards the interview based on the proposal is held. The assessment criteria for the dissertation proposal are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">CRITERIA</th> <th>Not reflected</th> <th>Unacceptable</th> <th>Acceptable (with major changes)</th> <th>Acceptable (with minor changes)</th> <th>Acceptable</th> </tr> <tr> <th></th> <th>0</th> <th>1-3</th> <th>4-6</th> <th>7-9</th> <th>10-12</th> </tr> </thead> <tbody> <tr> <td>Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> </tbody> </table>	CRITERIA	Not reflected	Unacceptable	Acceptable (with major changes)	Acceptable (with minor changes)	Acceptable		0	1-3	4-6	7-9	10-12	Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	[]	[]	[]	[]	[]	Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	[]	[]	[]	[]	[]
CRITERIA	Not reflected	Unacceptable	Acceptable (with major changes)	Acceptable (with minor changes)	Acceptable																				
	0	1-3	4-6	7-9	10-12																				
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	[]	[]	[]	[]	[]																				
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	[]	[]	[]	[]	[]																				

		Theoretical and practical value: it is presented how the research can impact the field						
		Literature overview: presents main achievements and names; reference list includes at least 10 important titles						
		Research questions / hypothesis are original and well-formulated						
		Research methods are adequate to the topic and well defined						
		Academic and clear language						
		Sub-totals:						
		Total:						
		Requirement for the next step: A candidate who obtained at least 51 points (out of 84) is admitted to the interview/oral presentation. The proposal of a candidate, who obtained 41-50 points, will be reassessed if the candidate improves the proposal within the submission deadline						
		Interview / oral presentation: reveals a good knowledge of the topic, arguments	Not reflected	Unacceptable	Acceptable (with major changes)	Acceptable (with minor changes)	Acceptable	
			0	1-4	5-8	9-12	13-16	

	<table border="1" data-bbox="1073 191 1770 305"> <tr> <td data-bbox="1073 191 1283 305">any point from the proposal</td> <td data-bbox="1283 191 1356 305"> </td> <td data-bbox="1356 191 1446 305"> </td> <td data-bbox="1446 191 1562 305"> </td> <td data-bbox="1562 191 1694 305"> </td> <td data-bbox="1694 191 1770 305"> </td> </tr> </table> <p data-bbox="814 354 1997 378">The candidate who obtained at least 9 from the interview / oral presentation will be considered as 'passed'.</p>	any point from the proposal					
any point from the proposal							
<p data-bbox="69 394 369 418">Purpose of the Programme:</p>	<p data-bbox="814 394 1436 418">The goals of the PhD Program in Computer Science are:</p> <ol data-bbox="814 435 2032 824" style="list-style-type: none"> <li data-bbox="814 435 2032 621">1. Preparation of highly qualified personnel for academic and scientific careers in the field of computer science. The faculty has three directions of computer science: theoretical computer science, system design and security, artificial intelligence. The doctoral program is designed to take into account the interests of individual students, which means that students must make a distinct and important contribution to the study and development of at least one direction while studying for a doctorate. <li data-bbox="814 638 2032 703">2. To prepare computer science PhD students for industry, which means that PhD students will develop the ability to formulate, model, analyze, solve and implement complex problems coming from the industry. <li data-bbox="814 719 2032 824">3. To develop PhD students the skills necessary for a successful career in the market, to make it focused on finding ways to solve interdisciplinary scientific problems, to improve the vision of professional and ethical responsibility for academic, scientific and industrial work. 						
<p data-bbox="69 839 268 863">Learning outcome</p>	<ol data-bbox="814 839 2032 1382" style="list-style-type: none"> <li data-bbox="814 839 1787 863">1. Systematically reviews the field of computer science based on critical understanding; <li data-bbox="814 880 2032 945">2. Describes current research and challenges in computer science subfields (theoretical computer science, systems design and security, artificial intelligence). <li data-bbox="814 961 2032 1026">3. critically evaluates the ways of solving complex research problems and the ways of planning their improvement; <li data-bbox="814 1042 1881 1066">4. Prepares a project proposal, a publication and a report based on the received scientific results. <li data-bbox="814 1083 1745 1107">5. Modeling real-world problems by using computer systems and creating software; <li data-bbox="814 1123 2032 1188">6. Conducts scientific researches, the process of reviewing scientific papers and dissertations and presents an article describing the received scientific product in a refereed high-rated journal and conference materials. <li data-bbox="814 1205 1982 1229">7. Plans the lecture process, undergraduate and graduate researches in various fields of computer science. <li data-bbox="814 1245 2032 1310">8. Analyzes potential ethical and social implications of research, review, technology creation and implementation. <li data-bbox="814 1326 2032 1382">9. Summarizes the achievements of experts in the field of computer science, from the point of view of a specialist in the field. 						

Evaluation Criteria

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

The Grading system allows:

five types of positive grades:

- a. (A) Excellent – 91-100 points;
- b. (B) Very good – 81-90 points;
- c. (C) Good - 71-80 points;
- d. (D) Satisfactory - 61-70 points;
- e. (E) Enough - 51-60 points;

two types of negative grades:

- a. (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- b. (F) Fail – 40 points and less, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements (both have to be fulfilled):

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

The format and evaluation criteria of the midterm and final evaluation components are determined according to the syllabus of each study course, taking into account their specificities and following the above criteria.

	<p>The assessment of the scientific-research component is carried out as a whole, in the form of a final assessment. This includes the formative evaluation stage (evaluation of experts and presentation to the pre-defense) and the evaluation received at the defense.</p> <p>The prerequisite for awarding the academic degree of doctor is to pass the formative evaluation stage and the average of the points assigned by the Defense Commission, not less than 51 points.</p> <p>The assessment of dissertation finally is done with the following wording:</p> <ul style="list-style-type: none"> a) Excellent (summa cum laude) – 91points and above – an excellent work; b) Very good (magna cum laude) – 81-90 points– a result that exceeds the requirements in every way; c) Good (cum laude) – 71-80 points – a result that exceeds the requirements; d) Medium (bene) – 61-70 points – an average level work that meets the basic requirements; e) Satisfactory (rite) – 51-60 points – result, which despite its shortcomings, still meets the requirements; f) Insufficient – 41-50 points – unsatisfactory level of work that does not meet the requirements; g) Completely unsatisfactory (sub omni canone) – 40 points and less – result that meets none of the requirements. <p>The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctorate dissertation during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctorate dissertation.</p>
<p>Field of Employment:</p>	<p>The PhD program in Computer Science will prepare internationally qualified competitive professionals. The knowledge and skills acquired by graduates will enable them to meet the challenges of modern scientific achievements. Graduates will be able to be employed in both private and public sectors, as a leading specialist, where they will practically perform the main professional activities both independently and in a group. In particular, they can occupy a scientist position at research unit, an academic position at educational organization and a leading specialist position at IT department in an industry.</p>

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters								Distribution of Hours							
				I Year		II Year		III Year		IV b.ř.		Contact Hours							
				I Semester	II Semester	III Semester	IV Semester	V semester	VI Semester	VII Semester	VIII Semester	Lecture	Seminar / Group Work / Laboratory Work / Practical work	Midterm exam(s)	Final exam	Total number of contact hours	Independent work	Total number of hours	
1	Pedagogy of Higher Education for Business and Technology	Mandatory	5	5									8	20	2	2	32	93	125
2	Research Methodology	Mandatory	10	10									15	13	2	2	32	218	250
3	PhD Seminar I	Mandatory	5	5									0	14	0	2	16	109	125
4	PhD Seminar II	Mandatory	5	5									0	14	0	2	16	109	125
5	Professor's Assistantship	Mandatory	5	5									0	30	0	2	32	93	125
6	PhD Thesis	Mandatory			√	√	√	√						112			112	2888	3000
7	Cyber Physical Systems	Elective	10	10									28	14	2	2	46	204	250
8	Wavelets Theory	Elective	10	10									28	14	2	2	46	204	250
9	Computational Thinking for Modeling and Simulation	Elective	10	10									14	28	2	2	46	204	250
10	Automated Reasoning	Elective	10	10									28	14	2	2	46	204	250
11	Internet of Things (IoT)	Elective	10	10									28	14	2	2	46	204	250
12	Access Control Models	Elective	10	10									14	14	2	2	32	218	250

13	Blockchain and Cybersecurity	Elective	10		10							14	14	2	2	32	218	250
14	Discrete Optimization Algorithms	Elective	10		10							14	14	2	2	32	218	250
15	Rewriting Theory	Elective	10		10							14	14	2	2	32	218	250
16	Pattern Recognition Applications	Elective	10		10							14	14	2	2	32	218	250
Total number			60	30	30													

American Studies

Name of the Educational Programme:	American Studies										
Awarded Qualification:	Doctor of American Studies/ამერიკისმცოდნეობის დოქტორი										
Credit Value of the Programme:	53 ECTS										
Language of Education:	English										
Programme Admission Preconditions:	<ul style="list-style-type: none"> • According to Georgian legislation the candidate for studying at this program should have a Master’s degree or a degree equivalent to it, except for the person who was awarded the Master's academic degree on the basis of completion of the Master's educational program, which includes at least 60 credits, provided for in Article 46, Paragraph 23 of the Law of Georgia on Higher Education. • According to University regulations, the candidate should have the C1 level in English, which is certified by an international certificate of the corresponding level or education at an English-language Master’s program. An applicant who holds an international certificate of the relevant foreign language level determined as a prerequisite for admission to the educational program is exempted from passing the foreign language test. The level of the test conducted to determine the language proficiency level is determined by the „Language Competency Level“; The applicant is exempted from passing the foreign language exam if he/she has completed a foreign language educational program, having achieved the level determined by the prerequisite for admission to the program in the foreign language. • The candidate is required to have a prior paper/publication in the relevant field, or/and participation in scientific research projects and events, or/and at least 2 years of work experience in the relevant field • The candidate may also take a corresponding exam at IBSU. Also, according to university regulations, the candidate to the program has to submit a dissertation proposal, the correspondence of which to the program requirements is assessed by program coordinator and dissertation field board constituting at least 3 members. <p style="text-align: center;">Assessment Criteria for Research Proposal</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">CRITERIA</td> <td style="width: 10%; text-align: center;">Not reflected</td> <td style="width: 10%; text-align: center;">Unacceptable</td> <td style="width: 10%; text-align: center;">Acceptable (with</td> <td style="width: 10%; text-align: center;">Acceptable</td> <td style="width: 10%; text-align: center;">Acceptable</td> </tr> </table>					CRITERIA	Not reflected	Unacceptable	Acceptable (with	Acceptable	Acceptable
CRITERIA	Not reflected	Unacceptable	Acceptable (with	Acceptable	Acceptable						

					<u>major</u> changes)	(with <u>minor</u> changes)	
			0	1-3	4-6	7-9	10-12
		Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
		Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-3	4-6	7-9	10-12
		Theoretical and practical value: it is presented how the research can impact the field	0	1-3	4-6	7-9	10-12
		Literature overview: presents main achievements and names; reference list includes at least	0	1-3	4-6	7-9	10-12

		10 important titles					
		Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
		Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
		Academic and clear language	0	1-3	4-6	7-9	10-12
		Sub-totals:					
		Total:			84		
	<p>A candidate who obtained at least 51 points (out of 84) is admitted to the interview/oral presentation. The proposal of a candidate, who obtained 41-50 points, will be reassessed if the candidate improves the proposal within the submission deadline.</p>						
Purpose of the Programme:	<p>The unique multidisciplinary and interdisciplinary American studies program, first created in 1930 by this multicultural society and raised to the highest level in the 60s/70s, laid the foundation for the introduction of an interdisciplinary system, which promotes the development of a wide range of analysis and research skills in doctoral students, realized in overcoming the barriers of different disciplines, as a result of which a high-quality scientific research is created in such disciplines as: women's studies and medicine, history, politics and defense, etc., while the comparison of the research material obtained as a result of work in different fields with the research produced in the corresponding fields in America gives a unique research result. The program aims to create all the conditions for students' academic and career development in the following organizations: higher educational institutions, historical museums, embassies, archives, Ministry of Foreign Affairs, Parliament, Committee of Foreign Affairs, Ministry of Defense (Cultural Departments), non-governmental organizations which will implement the scientifically-based innovations.</p>						

	<p>The program responds to the internalization requirements through 1) admitting doctorants from the US and Europe; 2) since 2010 appointing American Professors as opponents. 3) Since 2017 appointing American co-supervisors for doctorants.</p> <p>Purpose of the program is to:</p> <ol style="list-style-type: none"> 1. study and analyze the society of the United States of America, the uniqueness of which lies in the fact that its culture is not a single culture with limited, generalized lifestyles and traditions, but consists of multicultural, ethnic groups with different cultures. 2. equip students with the systemic knowledge and skills, that will enable him/her to study, deeply analyze and research various aspects of American society: ethnic dynamics, emigration, politics, literature, history, education, women's issues, social and psychological challenges, defense topics, which are of interest to the whole world and, of course, Georgia in relation to the superpower. 3. develop the student's critical thinking in interdisciplinary fields; to develop respect for social, ethical and moral values; communication, decision-making skills, sense of responsibility and ability of self-education. 				
<p>Learning outcome</p>	<table border="1"> <tr> <td data-bbox="730 792 1066 1076"> <p>Knowledge and understanding</p> </td> <td data-bbox="1066 792 2045 1076"> <ol style="list-style-type: none"> 1. recognizes and understands the basic principles of American ethnicity, Emigration, History, XX century American political history, XX century American literature; 2. Understands multiculturalism, Politics, Literary terms and political theories, which enables him / her to work independently on educational literature – course books, monographs, articles published in international journals; 3. recognizes and Understands American Studies interdisciplinary field and its newest trends; Knows Western values, which helps in making scientific assessments; </td> </tr> <tr> <td data-bbox="730 1076 1066 1356"> <p>Skills</p> </td> <td data-bbox="1066 1076 2045 1356"> <ol style="list-style-type: none"> 4. Selects a contemporary research topic in the sphere of American Studies, according to the chosen topic finds and analyzes the literature, poses problem questions, selects adequate methods of research and works out a hypothesis, and further tests it out; 5. Independently plans and carries out research from multidisciplinary subjects, presents the obtained results for publication in international reviewed journals; 6. Prepares analytical conference articles concerning American ethnicity, politics, and literature; </td> </tr> </table>	<p>Knowledge and understanding</p>	<ol style="list-style-type: none"> 1. recognizes and understands the basic principles of American ethnicity, Emigration, History, XX century American political history, XX century American literature; 2. Understands multiculturalism, Politics, Literary terms and political theories, which enables him / her to work independently on educational literature – course books, monographs, articles published in international journals; 3. recognizes and Understands American Studies interdisciplinary field and its newest trends; Knows Western values, which helps in making scientific assessments; 	<p>Skills</p>	<ol style="list-style-type: none"> 4. Selects a contemporary research topic in the sphere of American Studies, according to the chosen topic finds and analyzes the literature, poses problem questions, selects adequate methods of research and works out a hypothesis, and further tests it out; 5. Independently plans and carries out research from multidisciplinary subjects, presents the obtained results for publication in international reviewed journals; 6. Prepares analytical conference articles concerning American ethnicity, politics, and literature;
<p>Knowledge and understanding</p>	<ol style="list-style-type: none"> 1. recognizes and understands the basic principles of American ethnicity, Emigration, History, XX century American political history, XX century American literature; 2. Understands multiculturalism, Politics, Literary terms and political theories, which enables him / her to work independently on educational literature – course books, monographs, articles published in international journals; 3. recognizes and Understands American Studies interdisciplinary field and its newest trends; Knows Western values, which helps in making scientific assessments; 				
<p>Skills</p>	<ol style="list-style-type: none"> 4. Selects a contemporary research topic in the sphere of American Studies, according to the chosen topic finds and analyzes the literature, poses problem questions, selects adequate methods of research and works out a hypothesis, and further tests it out; 5. Independently plans and carries out research from multidisciplinary subjects, presents the obtained results for publication in international reviewed journals; 6. Prepares analytical conference articles concerning American ethnicity, politics, and literature; 				

		<p>7. Critically analyzes and assesses the read literature and information obtained from the mass-media concerning American Studies, based on the information obtained makes decisions and solves problems;</p> <p>8. Draws some parallels between the native and foreign cultures, finds differences and similarities and makes the appropriate conclusions;</p> <p>9. Based on available methods of research, develops his/her own research platform (questionnaires, interview items, tests to assess knowledge); plans and holds an experiment, as well as interprets its results.</p>
<p>Evaluation Criteria</p>	<p>Responsibility and autonomy</p>	<p>10. develops an ability to plan one's own learning according to his/her abilities, learning style and course requirements; presents his/her own scientific work to the audience and during the dissertation defense, answers the questions of interested parties and corresponds in writing of professional issues.</p> <p>Knowledge of a student is assessed with a 100-point grading system. 100 points represents a maximum grade. The prerequisite for acquiring ECTS credit is to accumulate at least 51 points out of 100.</p> <p>The knowledge assessment system includes:</p> <p>a) Five types of positive assessment:</p> <p>a.a) (A) Excellent - 91-100 points;</p> <p>a.b) (B) Very good - 81-90 points;</p> <p>a.c) (C) Good - 71-80 points;</p> <p>a.d) (D) Satisfactory - 61-70 points;</p> <p>a.e) (E) Sufficient - 51-60 points.</p> <p>b) Two types of negative assessment:</p> <p>b.a) (FX) Did not pass - 41-50 points, which means that a student needs to work harder to pass and is granted with the right to take one additional exam in terms of independent work;</p> <p>b.b) (F) Fail- 40 points and less, which means the performance of a student is not sufficient and the learner has to study the subject/learning course again.</p>

The student will be admitted to the additional examination if he/she has exceeded the minimum threshold of the final positive assessment (51 points) but has not exceeded the minimum threshold of the final exam.

The student will be admitted to the final exam if he / she exceeds the minimum threshold of the intermediate assessment.

The interval between the final and the additional exam must not be less than 5 days after the announcement of the final exam results.

Credit can be granted if:

- a) The student's results exceeded the minimum threshold of the final exam;
- b) The student got at least 51 points out of a maximum 100 points in the final evaluation.

The format and evaluation criteria of the intermediate and final evaluation components, the minimum threshold level is determined by the syllabus of each educational component, taking into account their specifics and following the above criteria.

The evaluation system of the research component (Dissertation) is similar to the above, except for the following cases: in case of (FX) assessment, the student is allowed to submit the re-considered master's thesis during the following semester, and in case of receiving (F), loses the right to submit the same thesis.

Also, specific components and criteria for the evaluation of the research component are given in the syllabus of the Dissertation

Defense of the Dissertation

During the defense of the doctoral dissertation, the assessment takes place according to the following rubric:

	Criteria	Maximum points	Actually awarded points
1	Significance	10	
2	Practical value of research	10	
3	Theoretical value of research	10	
4	Novelty	10	

5	Depth of the analysis of the topic and originality of conclusions	15	
6	Reliability of results (statistical treatment of experiment, logical argumentation)	15	
7	During the defense: presentation (logical argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	
8	During the defense adequately answering the questions, defending one's viewpoint, using terminology appropriately	15	
9	During the presentation efficiently using the visual aids	5	
Total		100	defended / did not defend

Assessment criteria # 1-6 is done according to dissertation and publications.

The assessment of dissertation finally is done with the following wording:

The grading scheme allows:

- a) Excellent (summa cum laude) – 91 points and over of maximum point – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80 of maximum point – a result exceeding given requirements;
- d) Average (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes;
- f) Unsatisfactory (insufficient) – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;
- g) Absolutely unsatisfactory

The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from

	<p>a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctoral thesis during the first year;</p> <p>b) In case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis.</p>
Field of Employment:	<p>Graduates of both concentrations of the program can work:</p> <ul style="list-style-type: none"> • At Higher educational institutions as lecturers; scientific research institutions • Governmental organizations: Ministry of Foreign Affairs (American Department), Committee of Foreign Affairs, Ministry of Defense (NADO Department, Cultural Departments). • American Embassy, American and other foreign organizations, non-governmental organizations.

#	Code	Course / Module / Internship / Research Component	Status	Prerequisite	Credit number	Distribution of credits per courses and semesters						Distribution of Hours						
						I Year		II Year		III Year		Contact Hours				Independent work	Total number of hours	
						I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture	Seminar / Group Work / Laboratory Work /	Midterm exam(s)	Final exam			Total number of contact hours
I	Compulsory of Specialty					43 ECTS												
1	AMS703	Pedagogy of Higher Education	Compulsory	Without Prerequisites	5	5						8	20	2	2	32	93	125

2	AMS702	Advanced Research Methods	Compulsory	Without Prerequisites	8	8						14	14	2	2	32	168	200
3	AMS701	XX Century American Political History	Compulsory	Without Prerequisites	10	10						15	13	2	2	32	218	250
4	AMS704	American Ethnicity	Compulsory	Without Prerequisites	10	10						15	13	2	2	32	218	250
5	AMS708	Seminar in American Studies	Compulsory	Without Prerequisites	10	10						5		2	2	9	241	250
II	Elective of Specialty				10 ECTS													
6	AMS705	XX Century American Literature	Elective	Without Prerequisites	10	10						15	13	2	2	32	218	250
7	AMS706	Professor's Assistantship	Elective	Without Prerequisites	10	10												250
8	AMS713	American Leadership Management	Elective	Without Prerequisites	10	10						15	13	2	2	32	218	250
III	DIS700	Research Component – Doctoral Dissertation	Compulsory	All compulsory courses														
				Total	53	23	30											

Education Science

Name of the Educational Programme:	Education Science
Awarded Qualification:	Doctor of Education Science
Credit Value of the Programme:	55 ECTS
Language of Education:	English
Programme Admission Preconditions:	<p>According to Georgian legislation the candidate for studying at this program should have a Master’s degree or a degree equivalent to it, except for the person who was awarded the Master's academic degree on the basis of completion of the Master's educational program, which includes at least 60 credits, provided for in Article 46, Paragraph 23 of the Law of Georgia on Higher Education.</p> <p>Educational Background The program requires either a Bachelor’s or a Master’s degree in the Education, Psychology, Humanities, Social Sciences, Law, and Business fields, or a one-year 60-credit teacher-training certificate.</p> <p>Work Experience A candidate (with an education or psychology background) must have a minimum of 2 years of experience working in the field of education and/or teaching. A candidate (with humanities and social sciences, law, and business education) must have a minimum of 3 years of experience working in the field of education and/or teaching.</p> <p>Scientific/Research Background The candidates should submit at least one published article in peer-reviewed scientific journals/ conference proceedings in the area of education. The article should be written in English.</p> <p>Language Requirement The candidate should have the C1 level in the English language according to the Common European Framework of Reference, which should be documented by either:</p> <ol style="list-style-type: none"> 1. An International Certificate (FCE (A grade), CAE, IELTS-7.0, TOEFL iBT-95, CERTUS, etc.) obtained within the last 3 years (refers to the exams with set lifespan) or

2. A Master's Diploma delivered in English obtained within the last 5 years

Dissertation Proposal

The candidate is requested to submit a dissertation proposal, which aims to check the candidate's research potential. The written dissertation proposal is evaluated by the minimum 3 members of Dissertation Field Board (including the head of the program).

Assessment criteria for the dissertation proposal (64 points):

Title and Introduction (8 points total)

1.1. Title Clarity (4 points)- (Poor (1): Title is vague or inappropriate; Fair (2): Title partially reflects research focus; Good (3): Title clearly reflects research focus; Excellent (4): Title is precise, compelling, and perfectly aligned with research).

1.2. Problem Statement (4 points)- Poor (1): Problem is unclear or trivial; Fair (2): Problem is stated but lacks clarity; Good (3): Problem is clear and significant; Excellent (4): Problem is extremely well-defined and highly significant;

2. Research Goals and Objectives (12 points total).

2.1. Main Goal Clarity (4 points)- Poor (1): Goals are unclear or unrealistic; Fair (2): Goals are somewhat clear but need refinement; Good (3): Goals are clear and achievable; Excellent (4): Goals are exceptionally clear, relevant, and achievable.

2.2. Specific Objectives (4 points)- Poor (1): Objectives are vague or misaligned; Fair (2): Objectives partially align with goals; Good (3): Objectives align well with goals; Excellent (4): Objectives are perfectly aligned and SMART

2.3. Research Questions (4 points)- Poor (1): Questions are poorly formulated; Fair (2): Questions need some refinement; Good (3): Questions are well-formulated; Excellent (4): Questions are excellent and perfectly aligned

3. Significance of Research (12 points total)

3.1. Theoretical Contribution (4 points)- Poor (1): No clear contribution; Fair (2): Limited contribution; Good (3): Clear contribution; Excellent (4): Exceptional contribution

3.2. Practical Impact (4 points)- Poor (1): No practical relevance; Fair (2): Limited practical relevance; Good (3): Clear practical relevance; Excellent (4): High practical impact

3.3. Innovation (4 points)- Poor (1): No original elements; Fair (2): Some original elements; Good (3): Clear originality; Excellent (4): Highly innovative

4. Literature Review (12 points total)

4.1. Coverage (4 points)- Poor (1): Inadequate coverage; Fair (2): Partial coverage; Good (3): Good coverage; Excellent (4): Comprehensive coverage

4.2. Currency (4 points)- Poor (1): Outdated sources; Fair (2): Mix of current and outdated; Good (3): Mostly current sources; Excellent (4): Excellent source currency

4.3. Critical Analysis (4 points)- Poor (1): No critical analysis; Fair (2): Limited analysis; Good (3): Good analysis; Excellent (4): Excellent critical analysis

5. Research Methodology (12 points total)

5.1. Research Design (4 points)- Poor (1): Inappropriate design; Fair (2): Design needs refinement; Good (3): Appropriate design; Excellent (4): Excellent design choice

5.2. Data Collection (4 points)- Poor (1): Methods unclear; Fair (2): Methods partially clear; Good (3): Clear methods; Excellent (4): Excellent methodology

5.3. Data Analysis (4 points)- Poor (1): Analysis plan unclear; Fair (2): Analysis plan needs work; Good (3): Clear analysis plan; Excellent (4): Excellent analysis plan

6. Structure and Presentation (8 points total)

6.1. Organization (4 points)-

Poor (1): The writing lacks clear organizational structure, demonstrates no discernible logical progression between ideas, and fails to establish meaningful connections between sections;

Fair (2): The writing presents a basic organizational framework with attempted transitions between ideas, though connections between sections remain inconsistent;

Good (3): The writing maintains clear organizational structure with logical progression of ideas and establishes effective connections between sections;

Excellent (4): The writing demonstrates sophisticated organizational structure with seamless progression of ideas and creates compelling connections that enhance overall coherence.

6.2. Writing Quality (4 points)-

Poor (1): The writing demonstrates limited use of academic vocabulary, contains numerous mechanical errors, and lacks scholarly tone;

	<p>Fair (2): The writing somewhat demonstrates academic language and development of scholarly discourse; Good (3): The writing maintains consistent academic tone with appropriate disciplinary vocabulary and demonstrates ability to develop scholarly discourse; Excellent (4): The writing exhibits refined academic language with precise disciplinary terminology and maintains distinguished scholarly discourse throughout the paper.</p> <p>The candidates must achieve at least 33 points on the written proposal to be eligible for the interview.</p> <p>Interview</p> <p>The interview assessment is conducted by the Dissertation Field Board (minimum 3 members).</p> <p>Interview Assessment Rubric (6 points total)</p> <p>Knowledge of Research Topic (2 points)-</p> <p>Poor (0): Shows minimal understanding of the research topic and related literature Fair (1): Demonstrates basic understanding but has gaps in knowledge; Excellent (2): Shows comprehensive understanding of the topic and can discuss related research fluently</p> <p>Ability to Defend the Proposal (2 points)</p> <p>Poor (0): Unable to explain or justify research decisions; defensive or unclear when questioned; Fair (1): Can explain some aspects of the proposal but struggles with deeper justification; Excellent (2): Confidently explains and justifies all aspects of the proposal with well-reasoned arguments.</p> <p>Communication and Professional Demeanor (2 points)</p> <p>Poor (0): Poor communication skills, unprofessional manner, or unable to engage in academic discussion; Fair (1): Adequate communication but could be more polished or professional; Excellent (2): Excellent communication skills, professional demeanor, and engaging academic discourse.</p> <p>Minimum passing score: 4 points.</p> <p>Final admission decision is based on both the written proposal (minimum 33/64 points) and interview (minimum 4/6 points) scores</p>
<p>Purpose of the Programme:</p>	<p>The goal of the Doctoral Program in Education Science is to prepare specialists and researchers in the field of education who, based on contemporary educational requirements and challenges at national and international levels, will:</p> <ul style="list-style-type: none"> Independently conduct in-depth and active research, develop and apply innovations, create new research-based knowledge, write publications in English and effectively communicate research findings

	<p>through both written publications and oral presentations at academic conferences, sharing it with the academic and scientific community as well as with practitioners and participate in developing democratic society with values;</p> <ul style="list-style-type: none"> • Integrate insights from various disciplines, leverage advanced technologies, and adhere to high ethical standards to address complex educational challenges; • Develop leadership skills to manage educational projects, engage in continuous professional development, and cultivate a global perspective on educational issues to improve educational practices throughout their careers; • Gain practical teaching experience in higher education settings, enhancing their ability to effectively communicate complex educational concepts and methodologies; • Actively participate in peer review processes, contributing to the advancement of knowledge in the field and developing critical evaluation skills essential for academic discourse; • Cultivate personal management skills, including stress management techniques, to maintain well-being and productivity in high-pressure academic and research environments; • Develop the capacity to balance research, teaching, and administrative responsibilities while maintaining a commitment to lifelong learning and professional growth. 				
<p>Learning outcome</p>	<table border="1"> <tr> <td data-bbox="800 834 1108 1078"> <p>Knowledge and Understanding</p> </td> <td data-bbox="1108 834 2045 1078"> <ol style="list-style-type: none"> 1. Systematically and critically describes theories, principles, and practices within the field of education sciences, empowering graduates to both extend this knowledge and apply innovative methodologies; 2. Possesses a comprehensive understanding of research methodologies in education that equips graduates to author scientific articles in peer-reviewed journals and undertake research projects. </td> </tr> <tr> <td data-bbox="800 1078 1108 1356"> <p>Skills</p> </td> <td data-bbox="1108 1078 2045 1356"> <ol style="list-style-type: none"> 3. Thoroughly designs and executes research endeavors in the field of education sciences while upholding principles of academic integrity to contribute to the advancement of educational theory and practice through publishing peer-reviewed articles in reputable educational journals and developing grant proposals for educational research funding; 4. Applies complex statistical methods and appropriate quantitative and qualitative analysis techniques to analyze complex educational data sets, resulting </td> </tr> </table>	<p>Knowledge and Understanding</p>	<ol style="list-style-type: none"> 1. Systematically and critically describes theories, principles, and practices within the field of education sciences, empowering graduates to both extend this knowledge and apply innovative methodologies; 2. Possesses a comprehensive understanding of research methodologies in education that equips graduates to author scientific articles in peer-reviewed journals and undertake research projects. 	<p>Skills</p>	<ol style="list-style-type: none"> 3. Thoroughly designs and executes research endeavors in the field of education sciences while upholding principles of academic integrity to contribute to the advancement of educational theory and practice through publishing peer-reviewed articles in reputable educational journals and developing grant proposals for educational research funding; 4. Applies complex statistical methods and appropriate quantitative and qualitative analysis techniques to analyze complex educational data sets, resulting
<p>Knowledge and Understanding</p>	<ol style="list-style-type: none"> 1. Systematically and critically describes theories, principles, and practices within the field of education sciences, empowering graduates to both extend this knowledge and apply innovative methodologies; 2. Possesses a comprehensive understanding of research methodologies in education that equips graduates to author scientific articles in peer-reviewed journals and undertake research projects. 				
<p>Skills</p>	<ol style="list-style-type: none"> 3. Thoroughly designs and executes research endeavors in the field of education sciences while upholding principles of academic integrity to contribute to the advancement of educational theory and practice through publishing peer-reviewed articles in reputable educational journals and developing grant proposals for educational research funding; 4. Applies complex statistical methods and appropriate quantitative and qualitative analysis techniques to analyze complex educational data sets, resulting 				

		<p>in proficient use of analytical tools for data analysis and accurate interpretation and reporting of research findings in publications and research projects.</p> <p>5. Thoroughly develops and implements innovative teaching and learning strategies that incorporate cutting-edge educational technologies through evaluating and implementing innovative approaches in a real educational setting;</p> <p>6. Critically evaluates and synthesizes existing research in educational psychology, philosophy, and didactics through comprehensive literature reviews in their area of specialization and integration of interdisciplinary perspectives in their research proposals and publications;</p> <p>7. Demonstrates effective project management skills in educational and scientific contexts through planning and execution of the research project within the prescribed timeframe and implementation of stress management techniques in their research and teaching activities;</p> <p>8. Cultivates pedagogical competencies and mentorship capabilities within higher education settings through structured teaching experiences and delivery of educational content across diverse academic contexts;</p> <p>9. Effectively communicates research findings to the academic and non-academic communities through academic presentations.</p>
	<p>Responsibility and Autonomy</p>	<p>10. Engages in professional development activities while adhering to principles of academic and professional integrity, showcasing originality and autonomy;</p> <p>11. Demonstrates engagement in scholarly communities through active participation in collaborative academic activities, peer feedback, and research evaluation processes.</p>
<p>Evaluation Criteria</p>	<p>The goal of evaluation is to determine a student's education results qualitatively concerning academic program goals and parameters. Students may be assessed orally and in a written way. A student's knowledge and skills are assessed through a 100-point grading system. It consists of midterm and final evaluations, a sum of which makes up 100 points.</p> <p>The grading system allows:</p>	

a) five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good - 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Enough - 51-60 points;

b) two types of negative grades:

- (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation's minimal passing grade must not exceed 60% of the final evaluation grade. Midterm and final evaluation grade distribution, minimal competence levels, and assessment criteria are described in the corresponding syllabus (50% for midterm and 50% for final). Credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and the following requirements (both have to be fulfilled):

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining a minimum of 51 points out of 100 points of the final grade.

A student can take an additional (make-up) exam in case he/she scored 41-50 points of the final grade or a minimum of 51 points, but did not obtain a minimum competence level set for final evaluation.

Dissertation Defense

- a) The dissertation is assessed by a jury during the defense.
- b) During the defense of the doctorate dissertation, the assessment takes place according to the following rubric:

1. Significance- 10 points

10 points- The research addresses a critical gap in the field with far-reaching implications. It significantly advances understanding in the area of study.

8-9 points- The research addresses an important issue in the field with clear implications. It noticeably contributes to the area of study.

5-7 points- The research addresses a relevant issue in the field with some implications. It makes a modest contribution to the area of study.

3-4 points- The significance of the research is limited. Its contribution to the field is minimal.

<2 points- The research lacks significance and makes no meaningful contribution to the field.

2. Practical value of research- 10 points

10 points- The research has immediate and substantial practical applications. It offers clear, implementable solutions to real-world problems.

8-9 points- The research has clear practical applications. It offers valuable insights that can be applied in real-world contexts.

5-7 points- The research has some practical applications. It offers insights that could potentially be applied in real-world contexts.

3-4 points- The practical applications of the research are limited or not clearly articulated.

<2 points- The research has no discernible practical value.

3. Theoretical value of research- 10 points

10 points-The research significantly advances theoretical understanding in the field. It introduces new concepts or substantially revises existing theories.

8-9 points- The research makes a clear contribution to theoretical understanding in the field. It builds upon or extends existing theories in meaningful ways.

5-7 points- The research contributes to theoretical understanding in the field. It supports or moderately extends existing theories.

3-4 points- The theoretical contribution of the research is limited or not clearly articulated.

<2 points- The research makes no meaningful theoretical contribution.

4. Novelty- 10 points

10 points- The research presents highly original ideas or approaches that are groundbreaking in the field.

8-9 points- The research presents original ideas or approaches that are innovative within the field.

5-7 points- The research presents some original ideas or approaches, though they may not be entirely new to the field.

3-4 points- The research largely replicates existing ideas or approaches with minimal novelty.
 <2 points- The research lacks any originality or novelty.

5. Depth of analysis and originality of conclusions- 15 points
 15-14 points- The analysis is exceptionally thorough and insightful. Conclusions are highly original and well-supported by the analysis.
 11-13 points- The analysis is comprehensive and thoughtful. Conclusions are original and well-supported by the analysis.
 10-12 points- The analysis is adequate. Conclusions show some originality and are generally supported by the analysis.
 6-9 points- The analysis lacks depth in some areas. Conclusions show little originality or are not fully supported by the analysis.
 <5 points- The analysis is superficial. Conclusions lack originality and are not supported by the analysis.

6. Reliability of results- 15 points
 15-14 points- Statistical treatment or logical argumentation is rigorous and fully supports the reliability of results.
 11-13 points- Statistical treatment or logical argumentation is sound and supports the reliability of results.
 10-12 points- Statistical treatment or logical argumentation is adequate and generally supports the reliability of results.
 6-9 points- Statistical treatment or logical argumentation has some flaws that affect the reliability of results.
 <5 points- Statistical treatment or logical argumentation is seriously flawed, compromising the reliability of results.

7. Presentation during defense- 15 points
 15-14 points- Presentation is exceptionally well-structured, logically argued, and clearly articulated. The basic ideas of the dissertation are presented with outstanding clarity. Visual aids are exceptionally well-designed, highly relevant, and greatly enhance the presentation.
 11-13 points- Presentation is well-structured, logically argued, and clearly articulated. The basic ideas of the dissertation are presented with good clarity. Visual aids are well-designed, relevant, and enhance the presentation.

10-12 points- Presentation is adequately structured and argued. The basic ideas of the dissertation are presented with reasonable clarity. Visual aids are adequate and generally support the presentation.

6-9 points- Presentation lacks structure or logical flow in some areas. The basic ideas of the dissertation are not always clearly presented. Visual aids are poorly designed or not always relevant, adding little value to the presentation.

<5 points- Presentation is poorly structured and argued. The basic ideas of the dissertation are not clearly presented. Visual aids are irrelevant, distracting, or not used when they would have been helpful.

8. Answering questions during defense- 15 points

15-14 points- Answers to questions are comprehensive, insightful, and demonstrate mastery of the subject. Terminology is used with exceptional accuracy and appropriateness.

11-13 points- Answers to questions are thorough and demonstrate a strong understanding of the subject. Terminology is used accurately and appropriately.

10-12 points- Answers to questions are adequate and demonstrate a basic understanding of the subject. Terminology is generally used appropriately.

6-9 points- Answers to questions are sometimes incomplete or show gaps in understanding. Terminology is not always used appropriately.

<5 points- Answers to questions are inadequate and show significant gaps in understanding. Terminology is used inappropriately.

Assessment criteria # 1-6 are done according to the dissertation and publications.

The assessment of the dissertation finally is done with the following wording:

- a) Excellent (summa cum laude) – 91points and over of maximum point – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of the maximum point – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80% of the maximum point – a result exceeding given requirements;
- d) Medium (bene) – 61-70 points of the maximum point – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of the maximum point – a result satisfying given requirements despite some mistakes;

	<p>f) Insufficient – 41-50 points of the maximum point – a result not satisfying given requirements because of serious mistakes;</p> <p>g) Completely unsatisfactory (sub omni canone) – 40 points and less of the maximum point – a result absolutely not satisfying given requirements.</p> <p>The student is awarded the academic degree of doctor in case of obtaining any of the above-mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctorate dissertation during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctorate dissertation.</p> <p>Artificial Intelligence Usage Policy</p> <p>Artificial Intelligence Usage Policy for PhD Program Courses: The program recognizes the role of artificial intelligence tools in academic research while maintaining strict academic standards. Students are allowed to use artificial intelligence tools for specific support functions (reference management, proofreading, and research question refinement). Productivity enhancement through artificial intelligence is acceptable for tasks such as meeting summaries, project planning, and administrative documentation. However, students must explicitly disclose all artificial intelligence tool usage in their work by citing the tools used and maintaining detailed logs of significant AI interactions. Strictly prohibited are: generating original research findings, submitting AI-generated content as original work, creating literature review content without verification, developing theoretical frameworks, or generating research questions. Students must independently verify all AI-generated information and maintain original copies of AI interactions. For assessment purposes, appropriate use of AI tools, original critical thinking, independent research capability, and proper documentation of AI assistance will be evaluated. Violation of this policy is considered academic misconduct. Students are recommended to discuss the use of artificial intelligence tools with their lecturers and supervisors. All written assignments are checked for plagiarism (Turnitin Software).</p>
<p>Field of Employment:</p>	<p>PhD graduates in Educational Sciences are well-positioned for various career paths due to their advanced expertise in education sciences, research methodologies, and practical applications in teaching. Program graduates have the opportunity to pursue careers in:</p> <ul style="list-style-type: none"> ● Research and Academia (Academic and Research Positions, Higher Education Teaching, etc.); ● Education Administration; ● Educational Consultancy and Training;

- Governmental and Non-Governmental Educational Institutions (Policy Development and Educational Reform, Program Coordination);
- International Organizations and Educational NGOs.

#		Course / Module / Internship / Research Component	Status	Prerequisite	Credit number	Distribution of credits per courses and semesters		Distribution of Hours							
						I Year		Contact Hours					Total number of contact	Independent work	Total number of hours
						I Semester	II Semester	Lecture	Seminar / Group Work /	Midterm exam(s)	Final exam				
	I	Compulsory Courses			50	22	28	66	122	6	10	204	104	125	
1	EDU742	Advanced Research Methods	Compulsory	N/A	8	8		17	28	0	0	45	155	200	
2	EDU758	Research in Educational Psychology, Philosophy, and Didactics	Compulsory	N/A	7	7		8	20	2	2	32	143	175	
3	EDU757	Learning-Teaching Innovations and Educational Technologies	Compulsory (Hybrid Mode) ¹	N/A	7	7		12	12	2	6	32	143	175	
4	EDU760	Statistics in Educational Research	Compulsory (Hybrid Mode)	EDU742	8		8	14	14	0	0	28	172	200	
5	EDU754	Seminar in Article and Dissertation Writing	Compulsory	EDU742 EDU758	7		7	0	28	2	2	32	143	175	
6	EDU761	Management of Educational and Scientific Projects	Compulsory (Hybrid Mode)	EDU742	7		7	15	13	0	0	28	147	175	
	II	Internship Component			6										

¹ The hybrid learning model will be implemented only upon received of renewed accreditation (estimated 2025-2026 academic year)

7	EDU75 6	Professor Assistantship	Compulsory	EDU757	6		6	0	7	0	0	7	143	150
	III	Elective Courses			5	5		14	14	0	0	28	97	125
1	EDU76 2	Educational Leadership, Management, and Administration	Elective	N/A	5	5		14	14	0	0	28	97	125
2	EDU75 9	Research in Educational Sociology	Elective	N/A	5	5		7	21	0	0	28	97	125
3	EDU73 3	Curriculum, Syllabus, and Course Development	Elective (Hybrid Mode)	N/A	5	5		14	14	0	0	28	97	125
4	EDU75 3	Legal Regulations of Education	Elective	N/A	5	5		15	13	2	2	32	93	125
5	EDU75 5	Professional Development and Soft Skills for Educational Researchers	Elective (Hybrid Mode)	N/A	5	5		13	15	0	2	30	95	125
6	DIS700	Dissertation	Research Component	All compulsory courses	From semester 3 <									
	Total				55	27	28	80	136	6	10	232	114	137
													3	5