

International Black Sea University

**Doctor of Business Administration**

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| **Name of the Educational Programme:** | Business Administration |

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| **School:** | School of Business |

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| **Head(s) of the Program:** | Metin Mercan, Affiliated Assoc.Prof.Dr, Contact Tel: 557494634, Email: [mmercan@ibsu.edu.ge](mailto:mmercan@ibsu.edu.ge)  Dara Ahmed, Invited Lecturer, Contact Tel: 577033722  Email: [dara.ahmed@ibsu.edu.ge](mailto:dara.ahmed@ibsu.edu.ge) |

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| **Education Cycle and Level of the qualification:** | III Doctorate's Degree (Third Cycle of Higher Education) National Qualifications Framework -level 8 |
| **Type of the Educational Programme:** | Academic, Major |
| **Detailed Field and Code ():** | 0413 მენეჯმენტი და ადმინისტრირება  Management and Administration |
| **Awarded Qualification:** | Ph.D in Business Administration |
| **Code of Qualification:** | 0413.1.2 |
| **Language of Education:** | English |
| **Credit Value of the Programme:** | 53 |
| **Structure of the Programme** | The University uses the European Credit Transfer System (ECTS): 1 credit = 25 hours, which covers both, contact and student independent working hours. The duration of the educational program is not less than 3 years, program includes 53 credits of study components and research components (dissertation).  The program includes: 43 Compulsory credits + 10 Elective Courses  Compulsory Courses:   * Pedagogy of High Education for Business and Technology – 5 Credits * Multivariate Data Analysis – 10 credits * Research Methodology – 8 credits * Applied Econometrics – 5 credits * Doctor Seminar – 10 credits * Professor’s Assistance - 5 credits   Elective courses– 10 credits; |
| **Programme Admission Preconditions:** | According to Georgian legislation, the candidate for studying in this program should have a Master’s degree or a degree equal to it. 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.  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“  The candidate to the program should meet other admission criteria according to University regulations:   * 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) * 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 Outcomes**: | Upon completion of the Doctorate's program in business administration, graduates will be able to formulate the following Generic/transferable field-specific competencies,and the skills of applying the acquired knowledge in practice; Responsibility and autonomy: |
| **Knowledge and understanding** | 1. Demonstrates deep theoretical and practical knowledge related to the latest achievements of the field of business administration; 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; 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. |
| **Skills** | 1. Analyses and form own views, using research and analytical methods and make decisions to solve problems in academic and business life as well. 2. Develops his/her own research questions, models, and methodology, and interpret the results to make judgments about problems surrounding society and business. 3. 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. |
| **Responsibility and autonomy** | 1. Communicate with people from different backgrounds as both leaders/mentors and team members with integrity and professionalism; 2. Express own views on the corresponding topic in the business community, independently participates in scientific or professional debates, and presents his/her work; 3. Adheres to the principles of ethics and academic integrity in conducting and implementing research; |

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| **Program Goals And Learning Outcomes Map** | | | | | | | | | |
| **Program goals** | **learning outcome** 1 | **learning outcome** 2 | **learning outcome** 3 | **learning outcome** 4 | **learning outcome** 5 | **learning outcome** 6 | **learning outcome** 7 | **learning outcome** 8 | **learning outcome** 9 |
| **1** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** |
| **2** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** |
| **3** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** | **☑** |

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| **Learning Outcome Map:**  [Fill in the table below: there should be indicated which LO’s are envisaged by each obligatory component of the educational programme.] |

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| **Study course / module / practice / research component**  **It is evaluated with three increasing rubrics:**  **1 = Introduction**  **2 = Deepening**  **3 = Reinforcement** | **List of competencies** | | | | | | | | |
| **knowledge and**  **Understanding** | | | **Ability/skill** | | | **Responsibility**  **and autonomy** | | |
| **learning outcome** 1 | **learning outcome** 2 | **learning outcome** 3 | **learning outcome** 4 | **learning outcome** 5 | **learning outcome** 6 | **learning outcome** 7 | **learning outcome** 8 | **learning outcome** 9 |
| Pedagogy of Higher Education for Business and Technology | 1/2 |  |  |  |  | 1/2 | 2/3 | 2/3 | 2/3 |
| Multivariate Data Analysis | 2/3 |  | 2/3 | 1/2 | 1/2 | 1/2 | 2/3 | 2/3 | 3 |
| Research Methodology | 2/3 | 2/3 | 2/3 | 3 | 3 | 1/2/3 | 2/3 | 3 | 1/2 |
| Applied Econometrics | 1/2 |  |  |  |  | 1/2 | 2/3 | 2/3 | 2/3 |
| Doctoral Seminar | 2/3 | 2/3 | 2/3 | 3 | 3 | 1/2 | 2/3 | 3 | 1/2 |
| Professor’s assistance |  | 1/2 | 1/2 |  |  | 1/2/3 | 2/3 | 2/3 |  |
| Dissertation | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

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| **Methods of Attainment of Learning Outcomes:** | The training components provided by the program are implemented using the following learning/teaching methods:  **Lecture** - basic theoretical material, concepts, etc. Discussion with active participation of students. It is mainly focused on the thorough study of scientific theories and approaches of the studied material. In-depth coverage of issues is actively carried out here, during which, using brainstorming and various interactive methods, students are actively involved in discussions, clearly imagining and clarifying the topics.  **Working in a working group** - working in a group develops the knowledge and skills of planning and realizing specific tasks under conditions of cooperation. While working in a working group, cases, quizzes, exercises, and examples are discussed, thus students acquire the skills to solve problems in a group, which in turn ensures the formation and development of teamwork skills, taking into account/sharing the opinion of others and mastering correct communication skills.  **Practical/laboratory work** - in practical/laboratory studies, in order to gain in-depth access to the issues, attention is focused on the discussion of relevant examples, case analyzes (cases) or video materials, offering exercises, looking for ways to solve them, which ensures the skills of applying the acquired knowledge in practice. strengthening and development of creative and analytical thinking.  **Seminar** - The purpose of the seminar is to give students a real opportunity to elaborate, clarify and analyze the issues and topics heard in the lecture. A seminar is a means of imparting knowledge, during which a discussion is held, conclusions are drawn, and the lecturer coordinates the purposeful management of this process. Seminar work is carried out as needed, following the transfer of lecture material.  **Independent work** - through the independent work of the student, it is possible to strengthen and deepen the knowledge acquired during the lecture. Independent work involves finding, reading, understanding and studying material using textbooks or other information sources, as well as doing homework received during the lecture. All of the above helps to arouse interest in issues, the desire to study issues independently, which is a means of stimulating independent thinking, analysis and drawing conclusions.  The mentioned learning/teaching methods are implemented using the following activities:  **Presentation (by the lecturer**) – refers to the narration and conversation during which information is transferred from the teacher to the student. In the mentioned process, the lecturer conveys and explains the educational material through words, and the students actively perceive and assimilate it by listening, memorizing and understanding. It is important to ensure and verify correct perception and understanding of information by the lecturer. If necessary, additional instructions can be given. The lecturer gives concrete examples and gives detailed explanations.  **Demonstration** – information is presented visually during the demonstration. From the point of view of achieving the result, it is quite effective, because it takes into account different types of student's interests. In many cases, it is better to deliver the material simultaneously audio and visual. The material to be studied can be demonstrated by both the lecturer and the student. This method helps us to make visible the different stages of understanding the learning material, to specify what the students will have to do independently; At the same time, this strategy visualizes the essence of the issue/problem.  **Induction** - the main purpose of induction, based on the generalization of specific facts and cases, is for the student to discover and formulate general principles or foundations, in terms of which it is possible to discuss processes and explain events. In the process of learning, the flow of thought is directed from facts to generalization, i.e., when conveying the material, the process proceeds from concrete to general.  **Deduction** - a traditional teaching-learning approach, where the lecturer is the main source of information and under his guidance, students are introduced to general theories; As a result, with the help of logic and analysis, they try to find specific examples, gain knowledge and develop appropriate skills. Deduction defines a form of transfer of any knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, from the point of view of conveying the material, the process proceeds from the general to the specific.  **Analysis** - in the modern world, many scientific disciplines have become complex; Accordingly, their study courses also require a complex approach. The method of analysis helps us to break down the material of both multidisciplinary and interdisciplinary courses into constituent parts. This approach makes it possible to divide the studied issue into separate aspects; This facilitates detailed coverage of individual issues within a complex problem.  **Synthesis** - its purpose is to group together separate issues to create a single overall approach. This method helps to develop the ability to see the problem as a whole.  **Case study** - active problem-situational analysis, which means by discussing real, practical examples (cases) taken from a specific field, to give the student the opportunity to study the essence of the issue in many ways, to analyze the possible approaches and means of solving the problem, and to find, choose and justify specific strategies of action. , objectives and expected results. "Case" represents the context and it is itself a tool that allows the student to use the knowledge gained during a specific training course in practice, that is, in an environment close to a real case.  **Brain storming** - refers to forming numerous, different opinions on a specific issue. It promotes the development of a creative approach when students try to see the issue from many sides and discuss it in detail. This approach ensures the maximum involvement of every member of the group in the learning process. It is particularly effective in the context of a large group.  **Discussion** - one of the most common means of interactive teaching. The discussion process dramatically increases the quality of student engagement and activity. During the discussion, different opinions are confronted and the process is not limited only to asking questions by the teacher. The ultimate goal is also to reconcile differing opinions. This method develops the student's ability to reason and justify his own opinion.  **Project** - is a set of learning-cognitive methods, which allows to solve the problem under the conditions of independent actions of the student and necessary presentation of the obtained results. Teaching with this method increases students' motivation and responsibility. Project work includes stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. The project will be considered implemented if its results are presented in a visible, convincing and concrete form. It can be done individually, in pairs or in groups. After completion, the project will be presented to a wider audience.  **Presentation (by the student / students**) - taking into account the development of modern technologies, the presentation is one of the most interactive and, in terms of visibility, the most effective approach. It is a set of educational and cognitive methods that allows solving the problem under conditions of independent work of the student and presentation of the obtained results. It increases students' motivation for independent work, as well as develops specific skills - planning, conducting research and presenting data or arguments in a visible, convincing manner. It also develops the ability to work individually or in a group.  **Teaching by electronic means** - refers to teaching through the Internet and multimedia means. It includes all components of the teaching process, which are realized through the Internet and multimedia specific means.  **Solving problems** - an activity that allows the student to use the theoretical knowledge obtained by studying, analyzing and solving a specific problem. When using it, it is important to pay attention to the evaluation and analysis of the results obtained by solving the problem. Using this method, the student develops the ability to apply knowledge practically.  **Group work** - involves dividing students into groups and giving them learning tasks. Group members work on the issue individually and simultaneously share their opinions with the rest of the group. Depending on the set task, it is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process.  **Individual work** - individual work of the student on the activities determined by the educational process and on the tasks received in the educational process.  **Working on a book** - the learning/teaching method is actively used in the learning process, during which the student processes the material using the given literature and other sources.  **Problem-based learning** - refers to the use of specific problems taken from the field or field as the initial stage of the process of acquiring new knowledge and integrating acquired knowledge and specific skills.  **Preparation of a presentation** - independent work of the student, during which a specific issue or topic is studied and such skills are developed as planning, conducting research, processing data or arguments, analyzing and persuasive presentation. It develops the student's ability to work individually.  **Explanation method** – based on reasoning around the given issue. The lecturer and students discuss this or that issue in detail based on a specific example. This method has a double effect - complex issues are explained to the students, and the lecturer is given the opportunity to check the extent to which a full understanding of the issues is achieved.  **Debate** is an exercise for students that develops their ability to formulate arguments, use supporting evidence, and convincingly convey what is said orally. The student gains experience in dealing with stress and doubts when his opposing side criticizes his position strongly. Such experiences help students learn to cope with these situations and build self-confidence. Students will be given the opportunity to practice and improve their public speaking and rhetoric skills.  **Interactive lectures** – this method means active involvement of students in the discussion about the lecture topic. Using this method in small groups or pairs, the lecturer gets to know how well the students understand the topic before explaining it to the audience. Lectures become more interactive if we ask students about their own experiences, which should be related to the topic. Students can share with each other specific cases, observations, in relation to the topic being explained. Additionally, teammates assist others during narration when additional support is needed. This creates a free and friendly environment for learning.  **Role-playing** – this method involves the participants adapting and playing the role of other persons. During the method, students are given open-ended situations where they have to make a decision or discuss conflict resolution. Role-playing is an effective learning strategy because it helps participants understand the role of the individual they are portraying in a given moment. At the same time, role-playing implies direct involvement of the student and approach to the real situation. This method is interesting for the development of critical thinking, decision-making and reasoning skills. Role playing allows students to understand what is appropriate behavior in different situations. |
| **Student Knowledge Evaluation System:** | 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.  **The evaluation system allows:**  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. |
| **The assessment of the scientific-research component** | 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.  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.  Evaluation of the research component (Dissertation) is assessed by a jury during the defense. 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 (logial argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation) | 10 |  | | 8 | During the defense adequately answering the questions, argumenting one’s viewpoint, using terminology appropriately | 15 |  | | 9 | During the presentation efficiently using the visual aids | 5 |  | |  | | | | | Total | | 100 |  |   Assessment criteria # 1-6 is done according to the dissertation and publications.  The assessment of the dissertation finally is done with the following wording:   1. Excellent (summa cum laude) –  91 points and over of maximum point – an excellent performance; 2. Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects; 3. Good (cum laude) – 71-80 of maximum point – a result exceeding given requirements; 4. Average (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects; 5. Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes; 6. Unsatisfactory (insufficient) – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes; 7. Absolutely unsatisfactory (sub omni canone) – 40 points and less of maximum point – a result absolutely not satisfying given requirements.   The student is awarded the academic degree of doctor in case of obtaining any of the above-mentioned grades considered by items from:   1. 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; 2. in case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis. |
| **Specificities of the Organization of the Teaching Process:** | The Program is not less than three years and consists of study and research components. During the first year, students are expected to complete 53 ECTS credits of study component. After completion of the study component, students will have to work on their Ph.D. dissertation. Study courses are taken in the first year. According to ECTS, 1 credit is calculated as 25 hours.  During working on the disertations students has to present at the end of 3/4/5 semeseter the work they had done. On the stages they will receive formative evaluation.  The dissertation has to be original and independent work. The dissertation should possess the following features: innovation, urgency, scientific /theoretical, and practical value. Upon completion of the dissertation, to check for plagiarism, a team will be created by the Dissertation Board decision which will involve a supervisor, one of expert, and an IT specialist to check the academic honesty with the help of corresponding software.  The dissertation of the Ph.D. student will be allowed for defense in the case, if he completed a doctoral program with all study components, and has published a dissertation topic related at least three publications, one of which is to be published in an international peer-reviewed indexing journal, indexes indicator one article(SSI, SOC or others List of index are available by program head) –in an international peer-reviewed journal or at the international conference proceedings, and one - an international peer-reviewed journal. be assessed positively, a Ph.D. dissertation has to be original and independent work. It should involve a literature review, desirably with the history of the issue and its contemporary state, a discussion section and research proper (survey, case study, experiment, etc., carried out by the researcher him/herself, or software developed by the doctoral student) with data treated statistically. The dissertation should possess the following features: innovation (novelty), urgency (topicality), scientific/theoretical and practical value, etc. The research problem(s) and hypothesis should be defined properly. |
| **Field of Employment:** | A Doctorate degree is usually essential for an academic career or a specialist scientific post within research organizations academic institutions and Governmental Agencies.  more specific employment areas of Ph.D. business administration can be mentioned as follows:   * In higher educational institutions, including both academic and administrational 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; |
| **Continuous Learning Opportunities** | The Doctor of Business Administration can take an active part in postdoctoral programs, and obtain postdoctoral research and educational grants both nationally and internationally. |
| **Information Concerning Material Resources Necessary for the Implementation of the programme:** | The material and technical base of the Black Sea International University, which ensures the smooth operation of the educational process:   * Auditoriums equipped with projectors and other educational resources; * Conference halls serving various types of events and extracurricular activities, namely: public lectures, conferences, simulations and seminars; * computer center equipped with continuous Internet; * Free wireless and cable internet for students and academic staff in the territory of the educational building; * Information system SIS, with an individual profile of each student, where the student's mark sheet and information about his/her academic performance are available. The database allows students to register, choose study courses, order different types of certificates, evaluate the educational process and more; * Student portal - Smart, which is a means of formal communication between lecturers and students. Study course materials, study course related information and news are available here; * University library equipped with modern technologies, Internet and a rich fund of printed and electronic books, including mandatory literature indicated in the syllabuses of study components;   Access to electronic databases:   * Cambridge Journals Online (<https://www.cambridge.org/core> ) * e-Duke Journals Scholarly Collection (<https://read.dukeupress.edu/> ) * Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com/> ) * Edward Elgar Publishing Journals (<https://www.elgaronline.com/> ) * European Respiratory Journal (<https://erj.ersjournals.com/> ) * IMechE Journals (<https://uk.sagepub.com/en-gb/eur/IMEchE> ) * Open Book Publishers E-books (<https://www.openbookpublishers.com/> ) * Royal Society Journals Collection (<https://royalsociety.org/journals/> ) * SAGE Journals (<https://journals.sagepub.com> ) * Study space allocated for students; * All conditions are created in the university for students' extracurricular activities (sports, creativity, social activity); * EBSCO (https://www.ebsco.com/) * Other material resources owned by the university. |
| **Information Concerning Human Resources Necessary for the Implementation of the programme:** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **#** | **Name, Surname** | **Academic Degree** | **Study Course/Research Component** | **Status** | | 1 | Avtandil Gagnidze | Ph.D | Applied Econometrics/ Professor’s Assistance | Invited Lecturer | | 2 | Ahmet Demir | Ph.D | Dissertation/ Professor’s Assistance | Invited Lecturer | | 3 | Maka Bughulashvili | Ph.D | Organizational theory/ Professor’s Assistance/ Dissertation | Affilated Associate Professor | | 4 | Metin Mercan | Ph.D | Advanced Corporate Finance/ Professor’s Assistance/ Dissertation | Affilated Associate Professor | | 5 | Ketevan Lapachi | Ph.D | Advanced Corporate Finance/ Professor’s Assistance/ Dissertation | Affilated Professor | | 6 | Tea Kbiltsetskhlashvili | Ph.D | Advanced Corporate Finance/ Professor’s Assistance/ Dissertation | Affilated Associate Professor | | 7 | Teona Maisuradze | Ph.D | Dissertation/ Professor’s Assistance | Associate Professor | | 8 | Azer Dilanchiev | Ph.D | Dissertation/ Professor’s Assistance | Affilated Associate Professor | | 9 | Tornike Khoshtaria | Ph.D | Research Methodology/ Professor’s Assistance/ Dissertation | Professor | | 10 | Arian Matin | Ph.D | Research Methodology/theory of Consumer Behavior/ Professor’s Assistance/ Dissertation | Affilated Associate Professor | | 11 | Nuri Balta | Ph.D | Multivariate Analysis/ Professor’s Assistance | Invited Lecturer | | 12 | Halil Zaim | Ph.D | Dissertation/ Professor’s Assistance | Invited Lecturer | | 13 | Natela Doganadze | Ph.D | Pedagogy of Higher Education for Business and Technology/ Professor’s Assistance | Affilated Professor | | 14 | Ilia Bostvadze | Ph.D | Dissertation/ Professor’s Assistance | Affilated Associate Professor | | 15 | Lasha Kavtaradze | Ph.D | Multivariate Data Analysis/  Applied Econometrics/ Professor’s Assistance | Invited Lecturer | | 16 | Davit Paatashvili | Ph.D | Applied Econometrics/ Professor’s Assistance | Invited Lecturer | | 17 | Kakhaber Djakeli | Ph.D | Theory of Consumer Behavior/ Professor’s Assistance | Invited Lecturer | | 18 | Giorgi Berulava | Ph.D | Theory of Consumer Behavior/ Professor’s Assistance | Invited Lecturer | | 19 | Dara Ahmed | Ph.D | Dissertation | Invited Lecturer | |

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| **#** | **Course / Module / Internship / Research Component** | **Status** | **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 / Practical work** | | **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** | **☑** |  |  |  |  |  | 8 | 20 | | 2 | 2 | 32 | | 93 | | 125 | |
| 2 | Multivariate Data Analysis | Compulsory | **10** | **☑** |  |  |  |  |  | 11 | 31 | | 2 | 2 | 46 | | 204 | | 250 | |
| 3 | Research Methodology | Compulsory | **8** | **☑** |  |  |  |  |  | 14 | 14 | | 2 | 2 | 32 | | 168 | | 200 | |
| 4 | Applied Econometrics | Compulsory | **5** |  | **☑** |  |  |  |  | 11 | 17 | | 2 | 2 | 32 | | 93 | | 125 | |
| 5 | Doctoral Seminar | Compulsory | **10** |  | **☑** |  |  |  |  | - | 14 | | 2 | 2 | 32 | | 218 | | 250 | |
| **6** | Professor’s Assistance | Compulsory | **5** |  | **☑** |  |  |  |  | 32 | - | | - | - | 32 | | 93 | | 125 | |
| **II** | **Elective Courses** |  | **10 ECTS** | | | | | | | | | | | | | | | | | |
| 2 | Organization Theory | Elective | **10** |  | **☑** |  |  |  |  | 13 | 15 | | 2 | 2 | 32 | | 218 | | 250 | |
| 3 | Theory of Consumer Behavior | Elective | **10** |  | **☑** |  |  |  |  | 14 | 14 | | 2 | 2 | 32 | | 218 | | 250 | |
| 4 | Advanced Corporate Finance | Elective | **10** |  | **☑** |  |  |  |  | 12 | 16 | | 2 | 2 | 32 | | 218 | | 250 | |
| **III** | **Research Component – Doctoral Dissertation** | Compulsory |  |  |  | **☑** | **☑** | **☑** | **☑** |  |  | |  |  |  | |  | |  | |
| **Total** | |  | **53** | **23** | **30** |  |  |  |  |  |  | |  |  |  | |  | |  | |

**Table of Prerequisites**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Course** | **ECTS** | **Prerequisite\*** | **Semester in which course is delivered** |
|  | Doctoral Seminar | 10 | Research Methodology | II Semester |
|  | Organization Theory | 10 | Research Methodology | II Semester |
|  | Theory of Consumer Behavior | 10 | Research Methodology | II Semester |
|  | Advanced Corporate Finance | 10 | Research Methodology | II Semester |
|  | Dissertation |  | All compulsory courses | III/IV/V/VII semester |
|  | Doctoral Seminar | 10 | Research Methodology, Multivariate Data analysis | II Semester |
|  | Applied Econometrics | 5 | N/A | **II semester** |
|  | Professor’s Assistance | 5 | Pedagogy of Higher Education for Business and Technology | **II semester** |
|  | Pedagogy of Higher Education for Business and Technology | 5 | N/A | **I semester** |
|  | Multivariate Data Analysis | 10 | N/A | **I semester** |
|  | Research Methodology | 8 | N/A | **I semester** |

[**\*** - An additional table of Study Plan may be used instead of this table

**\*\* -** List all those courses which are necessary for a student to pass in order to take a particular course/block/module]

**Programme is approved**

|  |
| --- |
| Vice-Rector for Quality  Agreement №\_3\_\_, „\_22\_\_“ „\_\_April\_\_\_\_\_“, 2024 year  Vice-Rector /\_\_\_\_Nino Jojua\_\_\_\_\_\_/ |
| School Board  Minutes №\_56\_, „\_24“ „\_\_April\_\_\_“, 2024\_ year  Acting Dean of the School /\_\_\_\_Nino Talikadze\_\_\_\_\_/  Order Of the Rector: 01/01-13  26 April |