

Free Academy of Tbilisi



180 – credits Bachelor’s educational program in business administration

Title of the educational Programme
Business Administration
Academic higher education level
First level, Bachelor
Type of educational Programme:
Higher Education Academic Programme
Qualification to be awarded
Bachelor of Business Administration
Duration of study
6 semesters (3 academic years)
Programme volume in credits
180 (ECTS)
Language of teaching
Georgian language
Head of the Programme
Tamar Gogolashvili Doctor of Business Administration
Marine Kobalava Doctor of Economic Sciences

Prerequisite for Admission to the Programme

Access to the Bachelor Programme has holder of the general education certificate or equivalent who has passed Unified National Exams, through internal/external mobility and without passing Unified National Exams accordance with the rules established by the Ministry of Education and Science of Georgia.

The educational Programme has a transparent prerequisite for admission, which is in compliance with the legislation and is focused on the person's ability to cope with the Programme.

The official website of the institution contains relevant information and that is available for all stakeholders.

Programme Duration/volume

The bachelor's Programme includes 180 credits.

One academic year includes 60 (ECTS) credits.

One credit (ECTS) is equivalent to a student's study activity (student *workload*) for 25 hours and includes both contact and independent hours.

The distribution of credits among the various learning components is based on a realistic assessment of the workload of a student with average academic achievement required for achieving the learning outcomes set for each component.

When calculating the credit, the time specified for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational Programme is not taken into account.

Taking into account the specifics of the higher education Programme and/or the student's individual educational Programme, it is allowed that the student's annual workload to exceed 60 credits or be less than 60 credits. It is not allowed that the student's annual academic workload to exceed 75 (ECTS) credits.

The duration of the bachelor's program is calculated for 6 semesters (three academic years, and a semester includes a set of study weeks, a period for conducting additional exams and assessing the student's achievement in them).

In the event that a student is unable to complete the program and obtain at least 180 credits within 3 academic years, he/she is given the opportunity to complete the program and obtain a bachelor's degree during an additional semester/semesters.

The final results of the bachelor's Programme are achieved by taking the components outlined in the bachelor's Programme. For the awarding of the bachelor's academic degree it is mandatory to prepare and defense bachelor's

thesis and defence of practice report.

Programme Structure

The bachelor educational Programme of Business Administration is drawn up in accordance with the requirements of the ongoing reform in the education system. The Programme is focused on the requirements declared by the Bologna process and accumulates on the priority of competitiveness of teaching quality assessments.

Taking into account the bachelor's competencies defined in the framework of higher education qualifications and the employment market requirements for the bachelor of business administration, the preparation of the bachelor of business administration is carried out through Mandatory courses/subjects of the main field of study, elective courses/subjects of the main field of study, mandatory courses of the free component and elective courses of the free component. The logical sequence of the formation of achievable competencies determines the content of the bachelor's Programme, its structure and is reflected in the curriculum.

180 credits of the educational Programme are distributed as follows:

Mandatory components of the main field of study- minimum 140 ECTS - maximum 150 ECTS, including

- Mandatory courses of the main field of study - 120 ECTS
- Elective courses/subjects of the main field of study - minimum 20 ECTS maximum 30 ECTS

Courses of the free component - minimum 30 ECTS maximum 40 ECTS, including

- Mandatory courses of the free component - 30 ECTS
- Elective courses of the free component - minimum 0 ECTS - maximum 10 ECTS

Mandatory components of the main field of study are focused on giving the student fundamental knowledge about the features of the development of the field of business administration, the main principles and theories. The components of mandatory courses of the main field of study provide complex knowledge of all determinants of business - management, marketing, finance, managerial and financial accounting, development of skills and values necessary for professional work based on the acquired knowledge.

Free components are focused on promoting the development of general and transferable skills in order to expand horizons in areas of interest to the student. The logical sequence and evolution of the formation of achievable results determines the content of the Programme, its structure and curriculum.

Programme Compliance with the Mission

Institution creates a modern learning environment by introducing innovative methods. In the ever-changing digital

age, the institution ensures to prepare competitive, highly qualified and socially aware generations for the labour market. The educational Programme is focused on providing the local and international labour market with competitive specialists with education corresponding to the requirements of the civil society working in the field of business administration.

Programme Actuality

The relevance of the 180 credit Bachelor of Business Administration educational program is determined by its volume and duration (3 academic years). Because the student has the opportunity to overcome the same educational components instead of 4 academic years and receive a bachelor's degree in a shorter period of time.

Business administration specialization is one of the demanding professions in the labour market, and the academic degree of Bachelor of Business Administration is in demand due to its wide range of employment, because a person with an academic degree of Bachelor of Business Administration can be employed both in the state and in the private sector. Accordingly, in the modern labour market there is almost no field where a alumni of business administration cannot be employed. The actuality of the Programme derives from the popularity of the field, which is caused by a combination of such factors as the relevance of starting a business activity, its management and the prestige of the field. Bachelor Programme is focused on the needs of employers, as the labor market has become extremely competitive.

A graduate of the Bachelor of Business Administration educational Programme will be able to find employment in private and public institutions where a master's degree is not required. in particular: state institutions; central, local and municipal bodies of state management; local and international companies; governmental and non-governmental organizations; private sector; insurance companies; banking sector; microfinance organizations; finance, tax, accounting, auditing, brokerage and various functional areas of business.

They will also be able to hold positions of financial managers, marketing managers and other important positions. Graduates will be able to carry out professional activities in the field of education, healthcare, management, production and business, social assistance of the population, and also, it can be research organizations, public opinion research centers, training centers, advertising and PR industry, and consulting centers, etc. A bachelor of administration will be able to establish his own business and lead the work of a group of professionals in the process of business activity.

The graduate of the mentioned bachelor's Programme will also be able to use the acquired knowledge and be employed in the field of related specialty. Graduates will be able to continue their studies to obtain a master's degree in business administration, as well as in other fields.

Goal of the Programme

The goals and the learning outcomes of the Bachelor of Business Administration Programme are fully aligned, measurable and realistic. The business administration education Programme is diverse and focuses on the application of multidisciplinary knowledge of the business environment.

Programme Goals:

- a. Preparation of a Bachelor of Business Administration relevant to the first level of education and the labor market, the qualification of which ensures its competitiveness in the employment market;
- b. Acquiring basic theoretical knowledge about the main areas of business administration and develops relevant skills;
- c. Development of the ability to effectively use the knowledge gained in the field of business in practical activities and enhancement of the other skills necessary for specialized activities

Programme Learning Outcomes

The program's learning outcomes are measurable, realistic, and describe the knowledge that a student will acquire upon completion of the programme

Programme Learning Outcomes

Knowledge and awareness:

- Understands the basic concepts of the active components of business administration - business, management, marketing, finance, accounting and analyzes the characteristics of the field, taking into account the latest aspects of knowledge;
- Describes various tools, strategic planning, and specific cases of organizational arrangement in functional areas of business;
- Identifies business-related risks, challenges in the field, and ways to effectively manage them.

skill:

- critically understands reasoned conclusions related to the field
- Analyzes business situations using the latest methods;
- Develops and presents practical projects specific to the field using modern technologies;
- Forms their own opinions based on solid arguments.

Responsibility and autonomy:

- Protects to ethical norms, understands social responsibility and the principles of sustainable development;
- Establishes a fair policy for the continuous professional development of oneself and others.

Methods of achieving learning outcomes

In order to achieve learning outcomes the following teaching-learning methodology is used:

- Discussion/debate is one of the most common methods of interactive teaching. The discussion process dramatically increases the quality of student engagement and activity. The discussion can turn into an debate, and this process is not limited to questions asked by the teacher. It develops the student's ability to reason and justify his/her own opinion in order to expand his horizons;
- Presentation/Demonstration Method – This method helps to make visible the different stages of understanding the learning material, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving results. The study material can be demonstrated by both the lecturer and the student;
- Inductive method - defines such a form of transfer of any knowledge, when the course of thought in the learning process is directed from facts to generalization, i.e., when conveying material, the process proceeds from specific to general;
- Deductive method - defines a form of transfer of any knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific;
- Analysis method - helps to break down the learning material as a whole into its constituent parts. This facilitates the detailed coverage of individual issues within complex problems;
- Synthesis method - involves grouping separate issues to form a single whole. This method helps to develop the ability to see the problem as a whole;
- Explanation - explanatory method - is based on reasoning around the given issue within the given topic. When presenting the material, the professor cites a specific example, which is discussed in detail. The method promotes the maximum involvement of the group in the process of discussion of issues, the student's ability to think logically, form an independent opinion, justify his/her own opinion and respect the opinion of others;
- Generating examples - means creating different modeled examples of a specific issue/problem within a specific topic;
- Action-oriented teaching - requires the active involvement of the teacher and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance;
- Electronic learning (E-learning) - this method provides for the use of electronic resources in the process of teaching a foreign language. The teaching methods used in the implementation of the training course are specifically presented in the syllabus of the training course;
- Socratic method - a teaching method that involves actively involving students in building their own knowledge by answering questions. It involves focusing on questions that are only problematic and not informative. The Socratic method can be used through discussion and debate. This method develops students' critical and logical thinking.

In order to achieve learning outcomes, the following assessment methods are used:

- Practical work - based on the acquired knowledge, the student independently performs this or that action,

which gives him practical skills;

- Presentation - involves the selection of students into appropriate groups. Presentation topics can be selected by students under the guidance of the lecturer or independently and based on the processing of the found material, they can present it in Power-Point to the audience;
- Verbal presentation - includes knowledge of theoretical issues, which is carried out in the form of a narrative or in the format of answering questions and includes participation in a survey, discussion. Verbal presentation provides demonstration of knowledge of theoretical issues and discussion on specific issues;
- Brain Storming - involves the formation of as many, radically different, opinions and ideas about a specific issue/problem within a specific topic and promoting its presentation, which contributes to the development of a creative approach to the problem;
- Searching for resources - finding new information/material independently using electronic and printed means;
- Questions for thinking - are an effective teaching and learning strategy that promote the development of students' thinking skills;
- Problem-based learning (PBL) - is a learning method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge. Its application makes the learning process particularly effective and increases the motivation of students to learn. Develops students' transfer, critical, analytical, creative, communication, cooperation and other skills;
- Study/analysis of cases (Case study) is a method of situational analysis, the basis of which is teaching by solving specific tasks/situations using so-called "solving cases". "Case" is a kind of tool that allows the use of acquired theoretical knowledge to solve practical problems by combining theory and practice. The method effectively develops the ability to make informed decisions in a limited time;
- Collaborative 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 project - is a teaching-learning method, which includes the preservation of the acquired knowledge and its active use. It is a kind of plan, which describes the possibility of modeled implementation of a specific issue/problem;
- The heuristic method is based on the step-by-step solution of the issue and the independent determination of facts during teaching. The method involves calculation of general indicators reflecting the development of this or that direction of the foreign sector of the economy, determining the regularity of the development of events and drawing conclusions by students. The student should present the results in practical classes and should be able to lead a discussion with the audience;
- Cooperative learning - each member of the group is obliged not only to study by himself/herself, but also to help his/her teammate to study the subject better. Each member of the group works on the problem until all

of them have mastered the issue;

- Situational imitation - is a method where the student is given the opportunity to imagine and further analyze a specific issue/topic; With the help of this method, the student learns to complete the task by studying the reflection between observations and actions. The learning-by-imitation paradigm is gaining popularity because it facilitates teaching complex tasks based on minimal expert knowledge of the tasks;
- Quiz - is a written work (checking the theoretical material within the scope of the topic). This method measures the student's knowledge, abilities, and skills. The quiz consists of theoretical questions;
- Role-playing games - are an active teaching method aimed at developing dialogic and monologue speaking and listening skills. During the role-playing games, the field vocabulary, linguistic constructions, clichés relevant to the communication situation are used and memorized. The purpose of this activity is for the participants to gain more knowledge based on sharing each other's experiences. Games implemented according to pre-developed scenarios allow students to look at the issue from different positions. It helps them to form an alternative point of view. This method builds the student's ability to express his position independently and defend it in an argument;
- Essay - independent work on a topic predetermined by the lecturer - is an effective method of evaluating students' learning outcomes. Its use in teaching contributes to the development of students' habits of forming thoughts clearly and correctly, in a logical sequence. Also, the essay accustoms the students to use examples, quotes, to state their own opinion about the discussed topic. The purpose of the essay is to diagnose the productive and creative part of the students' cognitive activity, which involves evaluating the skills of information analysis, its interpretation, construction of arguments, formulation of conclusions;
- Translation - based on field vocabulary, students will develop practical translation skills, improve translation techniques, study how to understand the language of the text, understand explicit and implicit information;
- Exercises - are a necessary component in the process of teaching a foreign language for the actualization of grammatical and lexical skills, for the improvement and deepening of the field vocabulary;
- Written work - students perform/present various tasks in written form;
- Working on a book - independently finding, preparing, grouping, systematizing and processing educational text-books;
- Listening - develops the student's skills of understanding authentic English speech, concentration of attention, perception and analysis of general and specific information from the material heard;
- Blitz-questioning - is a frontal questioning within the framework of the passed material, which reveals the level of perception of the passed material by the student in a relatively short time;
- Seminar report - is a method that develops the student's skills of independently searching for relevant, reliable and quality sources of the issue, collecting and explaining data, highlighting problems, presenting ways to solve them, developing theses and presenting conclusions. A seminar report reveals the level of knowledge of the subject and the depth of processing the material

Note:

The selection of specific activities or their combination depends on the objectives and learning outcomes of the respective component. The lecturers implementing the courses, taking into account the specifics of the course, determine the various methods to be used in the process, which are reflected in the syllabi of the relevant course.

Lectures are interactive. Their purpose is to theoretically understand, generalize and discuss the topics provided by the syllabus at the problem level, to form an independent learning orientation for students. At the lectures, attention is focused on highlighting the main provisions of the discussed issue, formulating substantiated theses and their critical analysis.

The purpose of the work/practical work in the working group is to deepen and specify the knowledge received at the lectures and its practical application; theoretical material is understood, opinions are formed and shared, debates and argumentation of positions are carried out, concrete practical work is performed, and professional activity habits are formed.

Assessment of students' achievements

At the higher education institution the 100 - grading point student assessment system is in place, approved by the Order N3 of 2007 of the Minister of Education and Science of Georgia. The maximum total point of assessment is equal to 100 (one hundred), therefore, the maximum positive assessment is 100 points, and the minimum positive assessment is 51 points. Each assessment method has a minimum competence limit, which may be different in different courses, taking into account the specificity of the course and the interest in achieving learning outcomes.

Student assessment:

A. Five types of positive assessment:

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

B. Two types of negative assessment:

- b.a) (FX) Unsatisfactory (could not pass) - 41-50 points from maximum grading points, meaning that the student needs considerable more further work to pass and he/she is allowed to take the additional exam once in the current semester.
- b.b) (F) Failed - 40 points and less from maximum grading points, meaning that the work performed by the student is not sufficient and further work is required to learn the subject over again.

The midterm assessment is divided into components: practical activity (work in a working group/seminar/practical teaching, presentation, etc.) and midterm exam. Each has its own percentage share in the assessment system.

From the 100-point system, 60 points are allocated to the mid-semester components, and 40 points are allocated to the final exam. The 60 points determined for the mid-semester components are distributed according to mid-term

assessment.

Academic requirements for student assessment:

In order to be awarded credit, the student has to overcome the minimum competence threshold established in each evaluation form/component by the course syllabus.

The limit of minimum competence established in each form of assessment of the course provided for by the educational Programme should not exceed the following amounts:

- Out of 40 points of practical work/activities, the student is obliged to accumulate 20 points;
- Out of 20 points of the intermediate exam, the minimum competence limit is 11 points;
- Out of 40 points of the final exam, the minimum competence limit is 20 points;

If the student fails to pass the minimum competency limit set in each form/component of the evaluation determined by the course, he/she will be removed from the course and given a grade of "F" and will have to take the said course over again. The final exam is held at the end of the semester, in the time frame determined by the academic calendar of the educational process. The right to pass the final exam is granted to a student who has passed the minimum competence limit established in each form/component of the intermediate assessment.

In case of not appearing on the final exam and/or getting FX assessment, as well as in order to improve the received assessment, the student is given the right to retake the exam once for an additional exam in the same semester, not less than in 5 days after the final exam. The assessment grade obtained on the additional exam is final grade. Taking into account the grade received on the additional exam, in case of receiving 0-50 points as the final grade, the student is given an F-point grade.

Note:

- Forms and components of assessment, their specific share in the overall assessment and the minimum level of competence, as well as assessment methods and criteria are outlined in the syllabus of each course and are available for students;
- The final exam is held at the end of the semester, within the time limits determined by the academic calendar of the educational process;
- A one-time assessment of the student's learning results is not allowed;
- In order to carry out practice and work on a bachelor's thesis, the student must have mastered the mandatory courses of the main field of study of the educational Programme.

Issuance of diploma confirming academic degree/qualification

The qualification for the graduate of the Bachelor's educational Programme of Business Administration is granted in accordance with the order of the Minister of Education and Science of Georgia No. 69/N of April 10, 2019, on the framework of national qualifications and fields classifier. The graduate of the educational Programme is awarded the academic degree/qualification of Bachelor of Business Administration and is given a diploma confirming completion of the relevant bachelor's Programme and diploma supplement.

Human resources necessary for the implementation of the Programme

The implementation of the Programme is ensured by highly qualified personnel. The components provided by the curriculum are led by the academic staff of the institution, invited staff with relevant experience and competences, and practicing specialists.

Material and technical resources necessary for the implementation of the bachelor's Programme

The possibility of realizing the goals provided by the Programme and achieving the learning outcomes is provided by appropriate equipment and modern technologies, equipped classrooms, professors' rooms, library fund (hard copies and electronic versions), computer center, computer Programmes, continuous Internet. An electronic system for managing the educational process is functioning in the institution.

Free Academy of Tbilisi has access to the following international electronic databases:

- Cambridge Journals Online - The database includes 360 titles of academic journals and more than 30,000 titles of e-books in the following scientific areas: economics, mathematics, politics, astronomy, etc.;
- e-Duke Journals Scholarly Collection - The database provides open access to books and journals published by Duke University Press. This publishing house annually publishes 120 new books and more than 50 electronic scientific journals in various scientific fields;
- Edward Elgar Publishing Journals and Development Studies e-books - The database includes scientific studies, monographs, textbooks, dictionaries, encyclopedias and journals in economics, business, social sciences and law. Among the authors 14 are Nobel Prize laureates;
- IMechE Journals - The database includes scientific journals in social sciences and humanities, in health and biomedical fields, engineering and physical sciences;
- Royal Society Journals Collection - The base includes biology, physics and engineering-mathematical sciences, directions on environment and climate, etc.;
- SAGE Journals - The database includes more than 900 journals of various scientific fields and more than 700,000 publications. Users can access materials published since 1999;
- Openedition Journals - The database combines 4 platforms, which include electronic resources of

humanities and social sciences;

- Edward Elgar Publishing Journals;
- Mathematical Sciences Publishers Journals

Financial support of the undergraduate educational Programme

In order to fully implement the Bachelor of Business Administration Programme and support the professors, the financial provision of the Bachelor Programme is carried out by the Programme budget. The amount allocated from the budget is directed to the constant updating of the resources provided by the Programme, filling the library book fund with textbooks, promoting research projects, organizing student scientific conferences, developing the professors, including the development/publishing of their works, textbooks, and other activities.

Educational and methodological support of the educational process

The educational process is methodically ensured by the university's internal normative acts, which are based on the Law of Georgia "On Higher Education", the orders of the President of Georgia and the Minister of Education and Science of Georgia, and the orders of the Director of the National Center for the Development of Educational Quality.

The teaching process of all courses included in the curriculum of the Bachelor's degree program is provided with appropriate teaching and methodological materials, relevant course syllabi, mandatory and supporting literature, printed and electronic textbooks, and information sources.

Curriculum

N	Name of the course	Credits	Hours	Lecture	Practical lessons	Midterm exam	Final exam	Contact hours	Independent hours	Distribution of credits by semesters						Prerequisite
<p>Mandatory components of the main field of study- minimum 140 ECTS - maximum 150 ECTS, including</p> <p>Mandatory courses of the main field of study - 120 ECTS</p> <p>Elective courses/subjects of the main field of study - minimum 20 ECTS maximum 30 ECTS</p>																
Mandatory courses of the main field of study										I	II	III	IV	V	VI	
1	Calculus	5	125	15	30	2	3	50	75	5						without prerequisites
2	Basics of Business	6	150	15	30	2	3	50	100	6						without prerequisites
3	Principles of Economics	5	125	15	30	2	3	50	75	5						without prerequisites
4	Information technologies	4	100	15	15	2	3	35	65	4						without prerequisites
5	Basics of Management	5	125	15	30	2	3	50	75		5					without

																prerequisites
6	Business management	6	150	15	30	2	3	50	100		6					Basics of Business
7	Research methods in business	4	100	15	15	2	3	35	65		4					without prerequisites
8	Business Law	5	125	15	30	2	3	50	75		5					without prerequisites
9	Basics of Finance	5	125	15	30	2	3	50	75			5				without prerequisites
10	Basics of Marketing	5	125	15	30	2	3	50	75			5				without prerequisites
11	Human Resources Management	5	125	15	30	2	3	50	75			5				Basics of Management
12	Accounting	5	125	15	30	2	3	50	75			5				without prerequisites
13	Marketing complex	5	125	15	30	2	3	50	75				5			Basics of Marketing
14	Project Management	5	125	15	30	2	3	50	75				5			Basics of Management
15	Audit	5	125	15	30	2	3	50	75				5			Accounting
16	Statistics in Economics and Business	5	125	15	30	2	3	50	75				5			without prerequisites

17	Operational management	5	125	15	30	2	3	50	75					5		Basics of Management
18	Strategic management	5	125	15	30	2	3	50	75					5		Basics of Management
19	Corporate Ethics and Social Responsibility	5	125	15	30	2	3	50	75					5		without prerequisites
20	Leadership and Organizational Behavior	5	125	15	30	2	3	50	75					5		without prerequisites
21	Practice	10	250	-	225	-	5	230	20						10	mandatory courses of the main field of study
22	Bachelor's thesis	10	250	-	-	-	5	35	210						10	mandatory courses of the main field of study
Elective courses/subjects of the main field of study																
1	Innovative business models	5	125	15	30	2	3	50	75				5			without prerequisites
2	Economic policy	5	125	15	30	2	3	50	75				5			without prerequisites
3	Business communication	5	125	15	30	2	3	50	75				5			Basics of Business
4	Corporate Finance	5	125	15	30	2	3	50	75				5			Basics of Finance

5	Digital Marketing	5	125	15	30	2	3	50	75				5			without prerequisites
6	Consumer behavior	5	125	15	30	2	3	50	75				5			without prerequisites
7	Insurance	5	125	15	30	2	3	50	75				5			without prerequisites
8	Business English 1	5	125	15	30	2	3	50	75					5		English language 4
9	International business	5	125	15	30	2	3	50	75					5		Business management
10	Public Finance	5	125	15	30	2	3	50	75					5		Basics of Finance
11	Public Relations	5	125	15	30	2	3	50	75					5		without prerequisites
12	Business English 2	5	125	15	30	2	3	50	75						5	Business English 1
13	Tax	5	125	15	30	2	3	50	75						5	without prerequisites
14	Banking	5	125	15	30	2	3	50	75						5	without prerequisites
15	Financial-Banking Statistics	5	125	15	30	2	3	50	75						5	without prerequisites

Courses of the free component - minimum 30 ECTS maximum 40 ECTS, including

Mandatory courses of the free component - 30 ECTS

Elective courses of the free component - minimum 0 ECTS - maximum 10 ECTS																
N	Mandatory courses of the free component															
1	Academic Writing	5	125	15	30	2	3	50	75	5						without prerequisites
2	English language 1	5	125	-	45	2	3	50	75	5						without prerequisites
3	Fundamentals of Critical Thinking	5	125	15	30	2	3	50	75		5					without prerequisites
4	English language 2	5	125	-	45	2	3	50	75		5					English language 1
5	English language 3	5	125	-	45	2	3	50	75			5				English language 2
6	English language 4	5	125	-	45	2	3	50	75				5			English language 3
Elective courses of the free component																
1	Informatics	5	125	15	30	2	3	50	75			5				without prerequisites
2	Philosophy	5	125	15	30	2	3	50	75			5				without prerequisites
3	Rhetoric	5	125	15	30	2	3	50	75			5				without prerequisites
4	Logic	5	125	15	30	2	3	50	75				5			without prerequisites
5	Psychology	5	125	15	30	2	3	50	75				5			without prerequisites

6	Image making	5	125	15	30	2	3	50	75					5		without prerequisites
7	Political Science	5	125	15	30	2	3	50	75					5		without prerequisites