

Free Academy of Tbilisi



Business Administration English-language

Bachelor Educational Programme

Bachelor Educational Programme

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 (BBA)
Duration of study
8 semesters (4 academic years)
Programme volume in credits
240 (ECTS)
Language of teaching
the English language
Programme supervisor/co-supervisor
Davit Shoshitashvili Doctor of Business Administration, Associate Professor

Prerequisite for Admission to the Programme

The right to be enrolled in the English-language business administration undergraduate educational programme have citizens of Georgia with a full general education certificate, on the bases of the results of the unified national exams (Georgian language and literature; foreign language (English - at least (50%+1); history or mathematics). Without unified national exams, admission/enrollment of students for citizens of foreign countries is allowed according to the rules established by Georgian legislation (Law of Georgia "On Higher Education" - Article 52).

A necessary demand for studying in the programme is the possession of B2 level in English, which can be confirmed by a document confirming the possession of relevant knowledge and/or by a test organized by Free Academy of Tbilisi.

Enrollment in an English-language business administration undergraduate educational programme from a recognized higher educational institution of a foreign country is carried out based on the decision/consent of the Ministry of Education and Science of Georgia.

Programme Duration/volume

The duration of the bachelor's Programme is 8 semesters (four academic years), and the semester includes a combination of study weeks, exams, additional examn(s) and the evaluation period of the student's achievement.

The bachelor's Programme includes 240 credits. The credit expresses the required workload for the student and it can be obtained through the achievement of learning outcomes according to the order N3 of 2007 of the Minister of Education and Science of Georgia.

One academic year includes 60 (ECTS) credits.

One credit (ECTS) is equivalent to a student's study activity (student workload) 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 components 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.

If a student is unable to complete the Programme within 4 academic years and obtain at least 240 credits, he/she is given the opportunity to complete the Programme in an additional semester/s and obtain a bachelor's degree.

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. The bachelor's thesis is focused on the development of skills necessary for the performance of a theoretical thesis. When working on a bachelor's thesis, the compliance of the level of knowledge and the level of practical skills achieved as a result of studying the mandatory components of the bachelor's programme with the learning outcomes determined by the bachelor's program should be demonstrated.

Programme Structure

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 of the main field of study, elective courses of the main field of study, and free courses. The logical sequence of the formation of achievable competencies determines the content of the bachelor's Programme.

The English-language undergraduate educational programme of business administration provides the student with a deep and systematic knowledge of the priority principles of business, the main theories of management, the most important actors of entrepreneurship and business development, which is provided by the components of the mandatory training courses in the basic field of study.

240 credits of the educational Programme are distributed as follows:

Mandatory components of the main field of study- 184 credits, including:

- Mandatory courses of the main field of study - 162 credits;
- English language components - 22 credits;

Elective courses of the main field of study - It is mandatory to obtain 40 credits out of the 111 credits offered;

Free components - compulsory 20 credits - It is mandatory to obtain 15 credits out of the 40 credits offered;

The selection of elective courses in the main field of study is made according to the curriculum of the bachelor's programme, where the prerequisites for studying the courses and their logical sequence are provided.

Free components include a study course/subject focused on promoting the development of general, transferable skills, which the student can choose freely, in order to expand horizons on issues of his/her interest.

Programme Compliance with the Mission

Free Academy of Tbilisi creates a modern learning environment by introducing innovative methods. In the ever-changing digital age, the Academy ensures to prepare competitive, highly qualified and socially aware generations for the labor market. The educational Programme is focused on providing the local and international labor market with competitive specialists with education corresponding to the requirements of the civil society working in the field of business administration.

Based on the mission, the English-language educational bachelor's programme in business administration is focused on preparing strategically-minded specialists who will have effective management and development skills.

Programme Actuality

The educational bachelor's English-language programme in business administration is focused on realizing the potential of graduates in public or professional activities and on future career advancement. Business administration specialization is one of the sought-after professions in the labor 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 local and international labor market there is almost no field where a graduate 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. The undergraduate Programme is focused on the needs of employers, as the labor market has become extremely competitive. A graduate of the Bachelor of Business Administration English-language 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, etc.

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 Public Relation industries, 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 learning outcomes of the Programme are measurable, realistic and describe the knowledge that the student acquires upon completion of the Programme. Achieving learning outcomes provides the graduate with a solid foundation for mastering the next level of academic Programmes.

Programme learning outcomes:

Knowledge and understanding:

- Discusses modern concepts, theories, approaches and models related to business administration;
- Understands the main theories of the active components of business administration - business, business process management, international business, management, marketing, finance, financial management, regulation of innovative business models and the context of their use;
- Describes in detail the business environment, current events in business functional areas and business processes.

Skill:

- Analyzes the activities of the organization, develops ways/recommendations to solve problems related to functional areas of business using quantitative and qualitative methods;
- Identifies the main indicators of synchronization of business markets, consumer markets;
- Analyzes and uses economic motivators affecting business;
- Describes the main economic actors of the business and predicts the situation based on the analysis;
- Formulates opinions about existing problems in the field and ways to solve them in a consistent and argumentative manner in order to effectively manage business challenges;
- Implements the work of a practical nature specific to the field of business administration in accordance with predetermined instructions using informational technologies.

Responsibility and autonomy:

- Performs work independently with the help of the supervisor in accordance with pre-agreed instructions;
- Is accountable for the work performed, evaluates the results, and outlines ways for improvement.

Methods of achieving learning outcomes

The forms of teaching in the field of business administration are carried out by the following common methods of student-oriented teaching. 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, etc.

Activities used for teaching - learning complement each other. Learning outcomes can be achieved in a variety of ways, such as:

- Independently processing/explaining/interpreting books/manuals;
- Practical examples;
- Compilation of a professional report;
- Preparing answers to questions;
- Performance of written assignments;
- Preparation of a research paper independently based on the instructions of the supervisor;
- Independent preparation and learning of a paper/project/thesis by performing practical work and others.

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% 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% 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.

Note:

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.

- 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 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 undergraduate 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 HEI.

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 English-language 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 of the Academy, including the development/publishing of their works, textbooks, and other activities.

Teaching and methodical provision of the educational process

Academy, 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, the orders of the Director of the National Center for Education Quality Enhancement.

The teaching process of all study courses provided by the curriculum of the undergraduate educational Programme is provided with relevant teaching-methodical materials, relevant course syllabi, mandatory and optional manuals, hard copies and electronic versions of manuals and information sources.

Structure of the undergraduate Programme

	Name of the course	Credits	Hours ³³	Lecture	Practical lessons	Midterm exam	Final exam	Contact hours	Independent hours	Distribution of credits by semesters								Prerequisite
										I	II	III	IV	V	VI	VII	VIII	
	Mandatory courses of the main field of study																	
1	Calculus 1	6	150	15	30	2	3	50	100	X								without prerequisites
2	Basics of Business	6	150	15	30	2	3	50	100	X								without prerequisites
3	Basics of Management	6	150	15	30	2	3	50	100	X								without prerequisites
4	Information Technologies	5	125	15	30	2	3	50	75	X								without prerequisites
5	Calculus 2	6	150	15	30	2	3	50	100		X							Calculus 1
6	Business Process Management	6	150	15	30	2	3	50	100		X							Basics of Business
7	Basics of Finance	6	150	15	30	2	3	50	100		X							without prerequisites
8	Microeconomics	6	150	15	30	2	3	50	100		X							without prerequisites
9	Marketing 1	5	125	15	30	2	3	50	75			X						without prerequisites
10	Human Resources Management	5	125	15	30	2	3	50	75			X						Basics of Management
11	Research Methods in Business	5	125	15	30	2	3	50	75			X						without prerequisites

12	Academic Writing	5	125	15	30	2	3	50	75			X						without prerequisites
13	Marketing 2	5	125	15	30	2	3	50	75				X					Marketing 1
14	Public Finances	5	125	15	30	2	3	50	75				X					Basics of Finances
15	Organizational behavior	5	125	15	30	2	3	50	75				X					Human Resources Management
16	Business Communication	5	125	15	30	2	3	50	75				X					Basics of Business
17	Financial Management	5	125	15	30	2	3	50	75					X				Public Finances
18	Innovative Business Models	5	125	15	30	2	3	50	75					X				without prerequisites
19	Corporate Social Responsibility	5	125	15	30	2	3	50	75					X				Basics of Business
20	Corporate Finance	5	125	15	30	2	3	50	75						X			Basics of Finances
21	Strategic Management	5	125	15	30	2	3	50	75						X			Basics of Management
22	International Marketing	5	125	15	30	2	3	50	75						X			Marketing 2
23	Financial Accounting	5	125	15	30	2	3	50	75								X	Basics of Finances
24	Innovation Management	5	125	15	30	2	3	50	75								X	without prerequisites
25	Implementing Environmental, Social and Governance (ESG) Principles for Sustainable Businesses	5	125	15	30	2	3	50	75								X	Marketing 1
26	Bachelor thesis	30	750	-	-	-	5	1365	2705								X	Mandatory Courses
	Sum	162	4075	375	750	50	80	1365	2705									
	English language component																	
1	English language 1	6	150	-	45	2	3	50	100	X								without

																		prerequisites
2	English language 2	6	150	-	45	2	3	50	100		X							English language 1
3	Business English 1	5	125	-	45	2	3	50	75			X						English language 2
4	Business English 2	5	125	-	45	2	3	50	75				X					Business English 1
	Sum	22	550	-	180	8	12	200	350									
	The total sum of mandatory components	184	4600	350	905	58	92	1565	3030									
	Elective courses of the main field of study																	
1	Basics of Critical Thinking	5	125	15	30	2	3	50	75			X						without prerequisites
2	Macroeconomics	6	150	15	30	2	3	50	100			X						Microeconomics
3	Buseness Law	5	125	15	30	2	3	50	75			X						without prerequisites
4	Business Ethics	5	125	15	30	2	3	50	75				X					without prerequisites
5	Statistics in Economics and Business	5	125	15	30	2	3	50	75				X					Research Methods in Business
6	Banking Law	5	125	15	30	2	3	50	75				X					without prerequisites
7	Project Management	5	125	15	30	2	3	50	75					X				Basics of Management
8	Investments	5	125	15	30	2	3	50	75					X				Basics of Finances
9	Intellectual Property	5	125	15	30	2	3	50	75					X				without prerequisites
10	Strategic Marketing	5	125	15	30	2	3	50	75					X				Marketing 2
11	International Economic Relations	5	125	15	30	2	3	50	75						X			without prerequisites
12	Entrepreneurship	5	125	15	30	2	3	50	75						X			Business

																		Process Management
13	Digital Marketing	5	125	15	30	2	3	50	75								X	without prerequisites
14	Consumer Behaviour	5	125	15	30	2	3	50	75								X	Marketing 2
15	Public Relations	5	125	15	30	2	3	50	75								X	without prerequisites
16	Advertising and Promotion	5	125	15	30	2	3	50	75								X	without prerequisites
17	Leadership	5	125	15	30	2	3	50	75								X	without prerequisites
18	Branding	5	125	15	30	2	3	50	75								X	without prerequisites
19	Marketing Management	5	125	15	30	2	3	50	75								X	Basics of Management; Marketing 2
20	Managing Change	5	125	15	30	2	3	50	75								X	Basics of Management
21	International Business	5	125	15	30	2	3	50	75								X	Basics of Business
22	International Management	5	125	15	30	2	3	50	75								X	Basics of Management
	Total	111	2775	330	630	44	66	1000	1675									
	Free courses																	
1	Philosophy	5	125	15	30	2	3	50	75									without prerequisites
2	Psychology	5	125	15	30	2	3	50	75									without prerequisites
3	Basics of Politics	5	125	15	30	2	3	50	75									without prerequisites
4	Political Psychology	5	125	15	30	2	3	50	75									without prerequisites
5	Introduction to Law	5	125	15	30	2	3	50	75									without prerequisites
6	Gender Statistics	5	125	15	30	2	3	50	75									without

																		prerequisites
7	French Language 1	5	125	15	30	2	3	50	75									without prerequisites
8	French Language 2	5	125	15	30	2	3	50	75									French Language 1
	Total	40	1000	120	240	16	24	400	600									

Note

- Student chooses 40 mandatory credits from the 111 credits of the main field of study elective courses offered;
- Student chooses 15 compulsory credits from the 40 credits of the free courses offered;