NEU

NATIONAL EDUCATIONAL UNIVERSITY

English-Language Bachelor's Degree Programme in

Business Administration

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 instruction
English Language
Programme supervisor
Tamar Gogolashvili

Doctor of Business Administartion |

Prerequisite for Admission to the Programme

Georgian citizens with a full general education certificate are eligible to enroll in the English-language Bachelor of Business Administration program, based on the results of the Unified National Exams (Georgian Language and Literature; Foreign Language (English); History or Mathematics) (at least (50%+1) in English). Without the Unified National Exams, admission/enrollment of foreign citizens is permitted in accordance with the rules established by the legislation of Georgia (Law of Georgia "On Higher Education" - Article 52).

A prerequisite for studying on the program is possession of B2 level in English, which can be confirmed by a document confirming possession of the relevant knowledge and/or by testing organized by the NEU - National Educational University.

Enrollment in the English-language Bachelor of Business Administration program from a recognized higher education institution in a foreign country is carried out based on the decision/approval 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 achieveing 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 program is focused on the requirements declared by the Bologna Process and is based on the priority of competitiveness in the assessment of the quality of education. In accordance with the requirements of the Bachelor's degree defined in the framework of higher education qualifications and the requirements of the market for a Bachelor of Business Administration, the Bachelor's degree program prepares the Bachelor of Business Administration through compulsory, elective and free study courses in the field of study. The logical sequence of formation of the necessary competencies determines the content of the undergraduate program.

The English-language undergraduate educational program in Business Administration provides students with deep and systematic knowledge of the priority principles of business, basic theories of management, the most important actors of entrepreneurship and business development, which the components of the mandatory training courses in the main field of study ensure the development of skills necessary for professional development based on the acquired knowledge of all determinants of business - business processes, management, marketing, finance.

The 240 credits of the educational program are distributed as follows:

Compulsory study components of the main field of study - 180 credits, including:

- Compulsory study components of the main field of study - 160 credits;
- English language component - 20 credits.

Elective courses in the main field of study amount to 45 credits (out of 80 credits offered in the main field of study, 45 credits are mandatory). Students can choose elective courses in the main field of study from the 5th semester.

Free courses amount to 15 credits (out of 45 credits offered in the free component, 15 credits are mandatory). Students can choose free courses in the V, VI, VII semesters. In the amount of 5 credits per semester.

Elective courses in the main field of study are focused on deepening knowledge and developing skills necessary for specialization, taking into account the professional interests and career goals of the student.

Free components include a course/subject focused on promoting the development of general, transferable skills, which the student can freely choose to broaden their horizons on issues of interest to them.

Programme Compliance with the Mission

NEU - National Educational University creates a modern learning environment by introducing innovative methods. The University ensures the preparation of competitive, highly qualified and socially conscious generations for the labor market in the ever-changing digital era. The educational program is focused on providing the local and international labor market with competitive specialists in the field of business administration who have an education that meets the requirements of civil society.

Based on the mission, the English-language educational bachelor's program in business administration is focused on preparing strategically thinking 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.

Programme Objectives

The Programme objectives and learning outcomes of the Bachelor of Business Administration program are fully aligned, measurable, and realistic. The Business Administration educational program is diverse and focuses on the application of multidisciplinary knowledge in the business environment.

Programme Objectives:

A. Preparation of a Bachelor of Business Administration in accordance with the first level of higher education and the labor market, whose qualification ensures his competitiveness in the employment market;

B. Mastering basic theoretical knowledge about the main areas of business administration by the student and developing relevant skills;

C. Development of the ability to effectively use the knowledge gained in the field of business in practical activities and other skills necessary for specialized activities.

Programme Learning Outcomes

The learning outcomes of the program are measurable, realistic, and describe the knowledge that a student will acquire upon completion of the program. Achieving the learning outcomes ensures that the graduate has a solid foundation for mastering further academic programs.

Programme Learning Outcomes:

Knowledge and understanding:
- **Discusses** the basic concepts of business management and analyzes the characteristics of the active

components of business administration - business, management, marketing, finance, considering the latest aspects of knowledge;

- **Provides** a detailed description of the main goals and objectives of activities in the functional areas of the business, investigates specific cases and predicts processes;

Skill:

- **Conducts** an analysis of the organization's activities using quantitative and qualitative methods;
- **Identifies** risks related to the functional area of the business and suggests ways to solve them;
- **Implements** and **presents** a research project/paper tailored to the field of business administration, considering the modern technologies and academic standards;
- **Evaluates** the impact of social responsibility and business ethics principles on the organization's activities;
- Successfully **utilizes** modern communication and information technologies and **formulates** personal opinions based on solid arguments;
- **Applies** principles of leadership and collaboration for effective teamwork;
- **Formulates** opinions about existing problems in the field and ways to solve them in a consistent and well-argued manner to effectively manage business challenges;
- **Uses** appropriate methods to assess business values and growth in a specific context.

Responsibility and autonomy:

- **Adheres** to ethical norms, understands social responsibility and the principles of sustainable development;
- **Develops** an action plan for personal professional development based on fair and clearly identified needs.

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. ეს 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 - graiding 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 curruculum 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 and achieving the learning outcomes envisaged by the programme is ensured by appropriate equipment and modern technologies, equipped classrooms, professorial offices, a library (book and electronic), a computer center, computer programs, and uninterrupted Internet access. The UED operates an electronic system for managing the educational process. NEU - National Educational University has access to the following international electronic databases:

- Cambridge Journals Online - the database includes 360 academic journals and more than 30,000 e-books;
- 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, among the authors of which there are 14 Nobel Prize winners;

- IMechE Journals - the database includes scientific journals in the fields of health and biomedical sciences, engineering and physical sciences;

- Royal Society Journals Collection – the database includes journals in biology, physics, engineering and mathematics, environmental and climate sciences, etc.;

- SAGE Journals – the database includes more than 900 journals and more than 700,000 publications in various scientific fields. Our users can access materials from resources published since 1999;

- Openedition Journals – the database combines 4 platforms that include electronic resources in the humanities and social sciences;

- Edward Elgar Publishing Journals;

- Mathematical Sciences Publishers Journals.

- PubMed – PubMed is a search platform provided by the United States National Library of Medicine (NLM) and the National Center for Biotechnology Information (NCBI), which combines more than 36 million records from MEDLINE, life science journals and online books;

- Cochrane Library - The Cochrane Library is a trusted scientific database, from the perspective of nursing practice, and is the most important resource that helps nurses make evidence-based decisions. It includes systematic reviews on topics, studies presented in the Cochrane Library are based on high-quality clinical evidence, which ensures the planning and implementation of safe, effective and modern nursing interventions;

- ERIC (Education Resources Information Center) - ERIC is an important resource for nurses, educators and students interested in nursing teaching methods, clinical teaching evaluation, simulation-based learning, interprofessional education and professional development.

- Teaching is carried out both in the laboratory space available on the university campus, as well as in clinics that are provided with appropriate training space and lecture halls. Students have access to the university library from the clinics and facilities.

Financial support for undergraduate education programme

In order to fully implement the English-language Bachelor of Business Administration programme and support the professors and teachers, the financial provision of the bachelor's programme is carried out by the programme budget. The amount allocated from the budget is directed to the constant updating of the material and technical resources envisaged by the programme, replenishing the library's reference fund with the latest literature relevant to the programme, supporting research projects, organizing student scientific conferences, developing the professors and teachers of the University, including the development/publication of their works, textbooks, and implementing other activities.

Educational and methodological support of the educational process

The educational process is methodically ensured by the internal normative acts of the University, 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 the Development of Educational Quality.

The teaching process of all courses provided for in the curriculum of the bachelor's educational programme is ensured by appropriate educational and methodological materials, syllabi of the relevant course, mandatory and auxiliary literature, printed and electronic textbooks and information sources.

Structure of the undergraduate Programme

N	Name of the course	Credits	Hours	Lectire	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	Academic Writing	5	125	15	30	2	3	50	75	X								Without prerequisites
2	Information Technology	5	125	15	30	2	3	50	75	X								Without prerequisites
3	Calculus	5	125	15	30	2	3	50	75	X								Without prerequisites
4	Basics of Business	5	125	15	30	2	3	50	75	X								Without prerequisites
5	Corporate Social Responsibility	5	125	15	30	2	3	50	75	X								Without prerequisites
6	Basics of Management	5	125	15	30	2	3	50	75		X							Without prerequisites
7	Basics of Finance	5	125	15	30	2	3	50	75		X							Without prerequisites

#	Course																Prerequisites
8	Entrepreneurship	5	125	15	30	2	3	50	75		X							Basics of Business
9	Implementing Environmental, Social Governance (ESG) principles for sustainable business	5	125	15	30	2	3	50	75		X							Without prerequisites
10	Research Methods in Business	5	125	15	30	2	3	50	75		X							Without prerequisites
11	Business Process Management	5	125	15	30	2	3	50	75			X						Basics of Business
12	Human Resource Management	5	125	15	30	2	3	50	75			X						Basics of Management
13	Financial Accounting and Auditing	5	125	15	30	2	3	50	75			X						Basics of Finance
14	Statistics in Economics and Business	5	125	15	30	2	3	50	75			X						Research methods in business
15	Business Ethics	5	125	15	30	2	3	50	75			X						Without prerequisites
16	Marketing 1	5	125	15	30	2	3	50	75				X					Without prerequisites
17	Organizational Behavior	5	125	15	30	2	3	50	75				X					Human Resources Management
18	Microeconomics	5	125	15	30	2	3	50	75				X					Without

№	Course	Credits	Hours							Sem1	Sem2	Sem3	Sem4	Sem5	Sem6	Sem7	Sem8	Prerequisites
																		prerequisites
19	Business Law	5	125	15	30	2	3	50	75				X					Without prerequisites
20	Public Finance	5	125	15	30	2	3	50	75				X					Basics of Finance
21	Marketing 2	5	125	15	30	2	3	50	75					X				Marketing 1
22	Macroeconomics	5	125	15	30	2	3	50	75					X				Microeconomics
23	Project Management	5	125	15	30	2	3	50	75					X				Basics of Management
24	Leadership	5	125	15	30	2	3	50	75					X				Without prerequisites
25	Business Communication	5	125	15	30	2	3	50	75						X			Without prerequisites
26	Innovation Management	5	125	15	30	2	3	50	75						X			Without prerequisites
27	Strategic Management	5	125	15	30	2	3	50	75							X		Basics of Management
28	International Business	5	125	15	30	2	3	50	75							X		Basics of Business
29	Corporate Finance	5	125	15	30	2	3	50	75							X		Basics of Finance
30	Bachelor's Thesis	15	375	_	_	_	5	45	325								X	Mandatory

№																	
5																	courses in the main field of study
English language component																	
1	English Language 1	5	125	-	45	2	3	50	75	X							Without prerequisites
2	English Language 2	5	125	-	45	2	3	50	75		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
Elective courses of the main field of study																	
1	Innovative Business Models	5	125	15	30	2	3	50	75					X			Without prerequisites
2	Investments	5	125	15	30	2	3	50	75					X			Basics of Finance
3	Financial Management	5	125	15	30	2	3	50	75					X			Public Finance
4	Consumer Behavior	5	125	15	30	2	3	50	75						X		Marketing 2
5	Branding	5	125	15	30	2	3	50	75						X		Without prerequisites

№	Name																		Prerequisites
6	Change Management	5	125	15	30	2	3	50	75						X				Basics of Management Business Process Management
7	Strategic Marketing	5	125	15	30	2	3	50	75						X				Marketing 2
8	International Marketing	5	125	15	30	2	3	50	75						X				Marketing 2
9	International Management	5	125	15	30	2	3	50	75							X			Basics of Management
10	Intellectual Property	5	125	15	30	2	3	50	75							X			Without prerequisites
11	Digital Marketing	5	125	15	30	2	3	50	75							X			Without prerequisites
12	Public Relations	5	125	15	30	2	3	50	75							X			Without prerequisites
13	Banking Law	5	125	15	30	2	3	50	75								X		Without prerequisites
14	International Economic Relations	5	125	15	30	2	3	50	75								X		Without prerequisites
15	Advertising and Promotion	5	125	15	30	2	3	50	75								X		Without prerequisites

#	Course																		Prerequisites
16	Marketing Management	5	125	15	30	2	3	50	75								X		Basics of Management; Marketing 2
	Free courses																		
1	Philosophy	5	125	15	30	2	3	50	75					X					Without prerequisites
2	Basics of Critical Thinking	5	125	15	30	2	3	50	75					X					Without prerequisites
3	French 1	5	125	15	30	2	3	50	75					X					Without prerequisites
4	Psychology	5	125	15	30	2	3	50	75						X				Without prerequisites
5	Basics of Politics	5	125	15	30	2	3	50	75						X				Without prerequisites
6	French 2	5	125	15	30	2	3	50	75						X				French language 1
7	Political Psychology	5	125	15	30	2	3	50	75							X			Without prerequisites
8	Introduction to Law	5	125	15	30	2	3	50	75							X			Without prerequisites
9	Gender Statistics	5	125	15	30	2	3	50	75							X			Without prerequisites