



შპს ქართულ-ამერიკული უნივერსიტეტი
 GEORGIAN AMERICAN UNIVERSITY, LLC

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Curriculum

Business School (Faculty)

Program Name

Business Administration

Academic Level

Bachelor's

Name of Awarded Qualification

Bachelor of Business Administration

Program Co-management

Dina Aslamazishvili

Tamaz Uzunashvili

Program Volume and Structure

240 credits:

Business administration program consists of 240 credits (ETC).

Credit quantity for one year can be less or more than 60, but no more than 75, depending on individual load of a student.

Business administration bachelor's program consists of the three components: academic, practical and free. Academic component of business administration program is divided on two parts: core (mandatory) and elective courses. The volume of the core/mandatory part is 198 ETC.

Students can elect one of the offered concentration (24 credits). In addition, students should choose courses (18 credits): from different concentration, courses from different programs of Georgian American University or from any other Georgian and foreign university programs with the same education level, if these credits can be acknowledged based on Georgian legislation. From 18 free credits, 12 credits students can be from the practical component.

Practical component (elective) – 12 credits.

Students can have the practice in organizations which have an agreement with Georgian American University

Language of Instruction

English

Program Goals

The goal of business administration bachelor's program is to equip the students with extensive knowledge in business administration, which gives them the capability to analyze business administration problems, make decisions and suggest solutions for efficient business functioning and development.

Business administration bachelor's program objective corresponds to the mission and vision of Georgian American University as follows:

- Educate the qualified specialists with high academic and ethical standards, which can efficiently work in the business administration field and can introduce contemporary advanced methods.
- Create all necessary conditions to help students to fully reveal their talent, maximize their abilities, and based on received knowledge give them an opportunity to contribute to business development.

Admission to the Program

All student candidates are eligible to enroll in the program by passing Uniform National Entrance/General Graduate Examinations. In addition, based on Georgian legislation, Georgian citizens and citizens of foreign countries can apply who have received complete general education or its equivalent abroad.

To be enrolled in the program student candidates should know foreign language (English) on B1 level and should have minimum of 70% in foreign language (English) exam of Uniform National Entrance/General Graduate Examinations. All student candidates who are enrolling without Uniform National Entrance/General Graduate Examinations should have the documents/certificate which proves knowledge of English on B1 level.

Prospective Student Number

240

Employment Options

After completion of the bachelor's program graduates can successfully work in any commercial or noncommercial organization in the following positions: operational and middle level managers, accountants, marketers, sales managers, financial managers, etc.

Learning Outcomes/competencies (general and specific)

General and Specific Learning Outcomes:

Knowledge and understanding

- broad knowledge and critical understanding of the course material comprising theory and principles of business administration;
- Knowledge of business organization, its environmental and managerial theories, business communications and essential principles;
- Broad Knowledge of operation management, project management, marketing and sales management, human resources, finance and accounting, communications and information technologies;
- Knowledge of existing technologies in business administration;
- Student will become acquainted with complex concepts of business administration.

Practical application of knowledge

- Ability to analyze and implement various practical projects based on predefined instruction;
- Ability to conduct quantitative and statistical valuation of business problems;
- Comprehension of national and global economics and business environment;
- Ability to identify organizational processes;
- Ability to apprise efficiency of organizational processes;
- Ability to define participants of business processes;
- Ability to collect marketing data and conduct marketing research;
- Valuation of market potential, planning and implementation of relative marketing strategies;
- Ability to prepare financial statements of organizations;
- Ability to analyze financial statement and interpret results;
- Ability to use accounting systems;
- Ability to prepare budgets for firms;
- Formulation of goals and objectives of projects in relation to organizational strategies and mission;
- Ability to identify and allocate required resources for successful implementation of projects;
- Decision-making ability on operational and tactical levels;
- Ability to search, identify, and use required information to solve financial problems of firms;
- Ability to plan and implement complex financial problems based on predefined instruction.

Conclusion skills

- Ability to formulate and prove one's own position and vision of various business administration problems;
- Data collection and interpretation ability relative to the field;
- Ability to analyze business administration problems.

Communication skills

- Teamworking ability;
 - Formulation and presentation relative to business administration issues;
 - Presentation of business administration projects;
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- Ability to prepare on English language detailed written report and verbal presentation about ideas, existing problems, and its solutions;
 - Ability to creatively use contemporary information and communication technologies.

Academic skills

- Ability for consecutive and multilateral evaluation of its own educational process.

Values

- Knowledge of general principles, values, and worth of business administration;
- Participation in the process of value formation and aspiration to establish them.

Methods for achieving the learning outcomes

The Academic component according of its specific, includes various methods of teaching and learning:

1. Verbal, or oral method.
 2. Discussion/Debate – This is the most widely spread method of interactive teaching. A discussion process greatly increases the quality of students' involvement and their activity. A discussion may turn into valid argument and this process is not merely confined to the questions posed by the teacher. It develops students' skills of reasoning and substantiating their own ideas.
 3. Working in teams – Using this method implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students' maximum involvement in the learning process.
 4. Working on textbook(s).
 5. Problem-based learning – Is a method which uses a concrete problem as the initial stage both for acquiring new knowledge and integration of the process.
 6. Cooperative learning – Is a teaching strategy in which each member of a group not only has to teach the subject himself, but also to help his fellow student to learn it better. Each member of the group works at the problem until all of them master the issue.
 7. Heuristic Method.
 8. Case study – the teacher discusses concrete cases together with the students and they study the issue thoroughly.
 9. Brainstorming – this method implies forming and presenting as many radically different ideas and opinions on a given topic as possible. This method sets conditions for developing a creative approach towards a problem. This method is effective in a large group of students and
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consists of the following stages:

- using a creative approach for defining a problem/issue;
- for a certain period of time, listing students' ideas on the problem without any criticism;
- determining the evaluation criteria for relating the idea to the aim of the research;
- evaluating the chosen ideas according to the previously determined criteria;
- selecting ideas that best correspond to the given issue by applying the method of exclusion;
- revealing the best idea for solving the given problem.

10. Role and situational play method.

11. Demonstration – Implies presenting information with the help of visual aids. It is quite effective in reaching the required result. It is frequently advisable to present the material simultaneously through audio and visual means. The material can be presented by teacher and student(s). This method helps to make the different steps of comprehending the teaching material more obvious, specify what steps the students are supposed to take independently; and at the same time, this strategy visually shows the essence of an issue/problem.

12. Induction, deduction, analysis and synthesis:

- Inductive method determines such a form of conveying any kind of knowledge when in the process of learning the train of thought is oriented from facts towards generalization, i.e. while presenting the material the process goes from concrete to general;
- Deductive method determines such a form of conveying any kind of knowledge which presents a logical process of discovering new knowledge on the basis of general knowledge, i.e. the process goes from general to concrete;
- Analytical method helps us to divide the whole teaching material into constituent parts. In this way, the detailed interpretation of separate issues within the given complex problem is simplified;
- Synthetic method implies forming one issue from several separate ones. This method helps students to develop the ability of seeing the problem as a whole.

13. Explanatory method - is based on discussing a given issue. In the process of explaining the material the teacher brings concrete examples where the detailed analysis is made in the framework of the given topic.

14. Activity-oriented teaching - implies teachers' and students' active involvement in the teaching process, when practical interpretation of the theoretical material takes place.

15. Written method - implies the following forms of activity: copying, taking notes, composing theses, writing essays, etc.

16. Historical Method.

According to the specifics of the teaching course, professor can simultaneously use several methods. This information is provided in details in the syllabus.

Evaluation system

Student can accumulate credits during the learning course only in case of successful completion of work determined by the syllabus and receipt of the positive evaluation, considered by Georgian legislation.

Students should have minimum of 25 points (total score before final exam) to be allowed to pass final exam. Minimum score for final exam is 16 points. Maximum evaluation of the course is 100 points.

Students' evaluation is determined according of the following system and quantitative indicators:

Positive evaluations:

- (A) Excellent – outstanding performance with only minor errors, 91 points or above;
- (B) Very good –above the average standard but with some errors, 81-90 points;
- (C) Good –generally sound work with a number of notable errors, 71-80 points;
- (D) Average – fair but with significant shortcomings, 61-70 points;
- (E) Poor –performance meets the minimum criteria, 51-60 points.

Negative evaluations:

- (FX) Fail – some more work required before the credit can be awarded, 41-50 points;
- (F) Fail – considerable further work is required.

(FX) Fail – student with negative evaluation has right to pass the repeated final exam.

(F) Fail – student with this negative evaluation is obliged to pass the teaching course again.

During the learning process, student has right to pass the same course twice, including the intention to improve the positive grade.

Student evaluation is a continuous process during the whole semester; accordingly, the final evaluation is a sum of midterm(s) and final evaluations.

Point of the final exam is 40, midterm evaluation points are 60 and it is divided accordingly to evaluation components.

Student who is accumulating 51 points at midterm and final evaluations has right to take the final exam.

Student must take the final exam in the same semester. Period between final and according repeated exam should not be less than 5 days.

Resources Required for Program Implementation

Technical resources:

- Stipulated by low space
- Auditoriums, conference rooms, computer labs and working rooms for academic personnel equipped with all necessary inventory
- Uninterruptable power supply
- Washrooms
- Daylighting
- Hitting system
- Firefighting systems and firefighting inventory
- Evacuation Plan
- Medical cabinet
- Security system
- Relevant quantity of computers and ability to use internet
- Library equipped with all necessary technical equipment and wide range of books.

Human Resources:

- Academic personnel selected based on Georgian legislation and level of qualifications
- Invited researchers and lecturers selected based on relevant practical qualification and educational degree.