

Business School

Business Administration Bachelor's Program (English)

Curriculum
Program Name
Business Administration (English)
Academic Level
Bachelor's
Name of Awarded Qualification
Bachelor of Business Administration
Program Co-management
Dina Aslamazishvili - Professor Tamaz Uzunashvili – Professor, Deputy Dean of School of Business
Program volume
<p>Business administration program consists of 240 credits (ETC).</p> <p>Depending on the student's individual workload, the number of credits per year may be less than 60 credits or more, but should not exceed 75 credits.</p> <p>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.</p> <p>A bachelor should accumulate 24 credits from the offered elective courses. In addition, student should choose 18 credits from the free component's elective courses. Free credits can be earned by a student from any offered elective courses from the educational program of School of Business or any other academic program of the equal level of the Georgian-American University; from the equal level academic educational program of any other accredited higher educational institution of Georgia or from the equal level academic educational program of foreign higher educational institution, if these credits can be acknowledged based on Georgian legislation.</p> <p>Practical component (optional) – 12 credits:</p> <p>12 credits out of the 24 elective credits can be applied by the student for internship. A student will proceed with his/her internship in the institutions, with which the University and School of Administration has concluded a Memorandum of Cooperation.</p>
Language of instruction
English

The purpose of the program

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.

Prerequisites for 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 and receive 70% or more of the raw score in the 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.

Tentative number of students

240

Field of employment

Mastering a full bachelor's degree allows an bachelor student to successfully work in any of the following positions of commercial or non-commercial organization: low- and middle-level manager, accountant, marketer, sales manager, managers of finance departments in companies and etc.

Learning Outcomes/Competencies (General and Sectoral)

After successful completion of undergraduate program, student can:

- As a result of broad knowledge of basics of Business Administration and critical awareness of theories and principles, define major concepts and some most recent aspects of marketing, management, and finance, describe current issues of the field and identify relevant methodology for solving of these issues.
- Analyze complex and unforeseen problems of business and pursue ways to solve these problems.
- Implement Business Administration research and practical projects with the support of lecturer's advice.
- Organize data, associated with business problems and analyze problems by means of several mathematical, statistical and business modelling most recent methods and interpret received outcomes.
- Illustrate ideas, related to Business Administration and their solving ways to academic, professional community, by means of protecting ethical norms and usage of technologies.

- In complex and unpredictable business environment, in accordance with bachelor's degree of independence, plan activities, oriented for business problems solution and illustrate implementation ways by using the business ethics principles.
- Plan and implement facilitation of own and other persons' lifelong professional development and further needs of education.

Teaching-learning methods

☐ Lecture ☐ working in groups ☒ Seminar ☒ Practicum

☒ e-learning ☐ other

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. Group work – 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 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.

1. Role and situational play method
2. 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.

3. Induction, deduction, analysis and synthesis
4. 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;
5. 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;
6. 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;
7. 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.
8. 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.
9. Activity-oriented teaching - implies teachers' and students' active involvement in the teaching process, when practical interpretation of the theoretical material takes place.
10. Written method - implies the following forms of activity: copying, taking notes, composing theses, writing essays, etc.
11. Historical Method

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, 91-100 points;
- (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.

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.

In semester's assessment should be taken into account medium term exam's score, which is assessed by score 20;

The rest 40 scores of semester comprise several rests, seminars, practical activities, conducted by professor in accordance with syllabus.;

Additional final exam for the student should be in the same semester, not less than 5 days interval with previous exam;

To identify the final rating of student and to encourage them, at the end of semesters are calculated ratings of students base on GPA (Grade Point Average). GPA is equal to credits multiplied by scores received during semester in all the courses passed and the divided to the number of accumulated credits.

Material and technical resources, essential for program implementation

Material resources:

- Space in accordance with law;
- Rooms, conference halls, working rooms, administrative staff rooms;
- Permanent electric supply;
- Toilets;
- Natural light;
- Heating system;
- Fire suppression safety system;
- Evacuation plan;
- Emergency assistance (medical office);
- University security;
- Enough PCs and internet;
- Library with necessary resources.

Human resources:

- Academic personnel, in accordance with Georgian legislation and relevant skills;
- Researchers and teachers, invited as practitioners and research degree holders in the fields.

Benchmarks of instruction outcomes of undergraduate program in business administration

Outcomes	Benchmarks
After successful completion of program student can	
1.1 As a result of broad knowledge of basics of Business Administration and critical awareness of theories and principles, define major concepts and some most recent aspects of marketing, management, and finance, describe current issues of the field and identify relevant methodology for solving of these issues.	In order to assess the result of outcomes of instruction in the following mandatory courses: Business English I; Applied mathematics; principles of microeconomics; computer skills I; Business English II; General finances; computer skills II; principles of macroeconomics; statistics for business; Business English III; Accounting; marketing; management principles; business communications; Corporate finances; mathematic, business English IV, organizational behavior; business modelling; systems and operations management; Strategic management; business modelling; International business; quality management; Statistics package – MS excel; projects management; business law.
2.1 Analyze complex and unforeseen problems of business and pursue ways to solve these problems.	Business administration problems: 2.1.1 identification 2.1.2 analysis 2.1.3 pursuit of solution possibilities
2.2 Implement Business Administration research and practical projects with the support of lecturer's advice.	Research and practical problems: 2.2.1 identification of a problem; 2.2.2 selection of ways of problem solution; 2.2.3 project planning
2.3 Organize data, associated with business problems and analyze problems by means of several mathematical, statistical and business modelling most recent methods and interpret received outcomes.	2.3.1 Organization of data: 2.3.2 selection and application of data analysis methods 2.3.3 Interpretation of results
2.4 Illustrate ideas, related to Business Administration and their solving ways to academic, professional community, by means of protecting ethical norms and usage of technologies.	2.4.1. Submittance of information and arguments in a logical, consistent and clear way. 2.4.2. Submittance verbally of information and arguments in a logical, consistent and clear way 2.4.3. Submittance of information and arguments in a logical, consistent and clear way with information technologies.
3.1 In complex and unpredictable business environment, in accordance with bachelor's degree of independence, plan activities, oriented for business problems solution and illustrate implementation ways by using the business ethics principles.	3.1.1 planning of work 3.1.2 usage of modern methods and approaches.
3.2 Plan and implement facilitation of own and other persons' lifelong professional development and further needs of education.	3.2.1 Planning of thesis 3.2.2 Using modern theories and practical methods

Evaluation criteria for knowledge and awareness outcomes

Weights for courses can be calculated by the following equation:

$$\text{weight} = \frac{\text{course credit}}{\text{Total credits for all core courses}}$$

For assessment of each course is applied average assessment of students in this course.

Students' Course-Based Average Grade	Target Benchmark
91-100	5
81-90	4
71-80	3
61-70	2
51-60	1
0-50	0

Core Study Courses:	Credits	Weight	Maximum Grade
English for Business I	6	0.0303	5
Applied Calculus	7	0.0354	5
Microeconomics	6	0.0303	5
Computer Skills I	5	0.0253	5
Finite Mathematics – deterministic models	6	0.0303	5
English for Business II	6	0.0303	5
Finite Mathematics – probabilistic models	6	0.0303	5
Computer Skills II	5	0.0253	5
Macroeconomics	6	0.0303	5
Applied Statistics	7	0.0354	5
English for Business III	6	0.0303	5
Financial Accounting	6	0.0303	5
Marketing Management	6	0.0303	5
Corporate Finance I	7	0.0354	5
Business Communications	5	0.0253	5
English for Business IV	6	0.0303	5
Managerial Accounting and Control	6	0.0303	5
Principles of Management	6	0.0303	5
Info Technology	5	0.0253	5
Corporate Finance – selected topics	7	0.0354	5
Business Communications	6	0.0303	5

Business Modeling I – linear models	6	0.0303	5
Systems and Operations Management	6	0.0303	5
Strategic Management	6	0.0303	5
Healthy Lifestyle	6	0.0303	5
Business Modeling II – nonlinear models	6	0.0303	5
International Business	6	0.0303	5
Competitive Analysis	6	0.0303	5
Introduction to Human Resource Management	6	0.0303	5
History	6	0.0303	5
MS Excel-Statistical Package	6	0.0303	5
Project Management	6	0.0303	5
Business Forecasting	6	0.0303	5

Target Benchmark Assessment Criteria: Each target benchmark is assessed using a 0 to 5 scale.

A	-	5
B	-	4
C	-	3
D	-	2
E	-	1
F	-	0

	Criteria					
	A	B	C	D	E	F
Benchmark	An excellent application of the skills as defined by an indicator; An outstanding demonstration of an ability to analytically synthesize arguments and formulate clear and substantiated conclusions.	A very good application of the skills as defined by an indicator; A high-level demonstration of an ability to analytically synthesize arguments and formulate clear and substantiated conclusions.	A good application of the skills as defined by an indicator; A good-level demonstration of an ability to analytically synthesize arguments and formulate clear and substantiated conclusions.	A satisfactory application of the skills as defined by an indicator; A satisfactory-level demonstration of an ability to analytically synthesize arguments and formulate clear and substantiated conclusions.	A sufficient application of the skills as defined by an indicator; A sufficient-level demonstration of an ability to analytically synthesize arguments and formulate clear and substantiated conclusions.	A very limited application of the skills as defined by an indicator; An inability to analytically synthesize arguments and formulate clear and substantiated conclusions.

Appendix 1: Program Plan and Outcomes Map

Appendix 2: CV - Dina Aslamazishvili