



הספרייה הלאומית
מדינת ישראל

Educational Programs Catalog

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Faculty of Law, Business, Humanities and Social Sciences

Law

Language of instruction: Georgian

Academic degree: Bachelor of Laws

Program volume in credits and hours: 180 ECTS credits.

Level of education: Bachelor's degree

Program Manager: Kakhi Kurashvili

Program approval date: N9, June 10, 2026

Educational On the program Admission Prerequisite:

A person with a document confirming complete general education issued in Georgia or an equivalent document has the right to study at the Bachelor of Law educational program based on the results of the Unified National Examinations, who has passed English as a foreign language for enrollment in the academic program. The score obtained in English must be at least 35 points. In addition, the third mandatory elective subject for an applicant to continue studying at the Bachelor of Law educational program is determined as an exam in history, mathematics or civics. The number of places for each subject is reviewed and determined annually by the Faculty Council.

Enrollment of applicants to the Bachelor of Law educational program without passing the Unified National Exams is carried out in accordance with the procedure established by the legislation of Georgia.

Enrollment in the Bachelor of Law educational program through mobility is possible twice a year, within the deadlines established by the Ministry of Education, Science and Youth of Georgia, in compliance with mandatory procedures and rules established by the university.

Enrollment of foreigners in the Bachelor of Law educational program or enrollment of a student by transfer from an authorized higher educational institution of a foreign country is carried out in accordance with the procedure established by the legislation of Georgia.

Program Goals

The goals of the Bachelor of Laws educational program are:

- To provide the student with systematized and integrated knowledge about the essence, system and basic principles of law, legal methods, historical sources of Georgian law, basic theories,

principles and features of regulation in the fields of public, private, criminal and international law;

- To develop in the student the ability to identify legal problems in the fields of public, private, criminal and international law, analyze them using legal sources and methods, justify positions in legal disputes, implement specific legal actions, and make and justify decisions on legal issues;
- The student should develop the ability to develop legal documents, including reasoned legal conclusions, as well as research and practical projects in the field of public, private, criminal and international law in accordance with predetermined instructions; the ability to communicate orally and in writing using legal terminology;
- The student should understand the moral standards and ethical principles of the legal profession, develop the ability to act within the framework of the ethical and professional norms of a lawyer, as well as to act in accordance with legal values in the relevant legal proceedings;
- The student should develop the ability to search for and identify necessary information in Georgian and/or English, including legislative changes, judicial practice, and scientific innovations, and to constantly update their knowledge.

Program Learning Results

Knowledge and awareness:

- PLO 1. Describes and explains the essence, system, sources, principles, methods, branches of law and institutions, including the main theories, goals, objectives, concepts, principles and features of regulation of public, private, criminal and international law, their development trends, and critically discusses them;
- PLO 2. Describes the importance of law in a society organized as a state, the essence of the state, and the value of human rights and their protection.

Skills:

- PLO 3. Identifies complex and unforeseen problems in the field of law, analyzes them and, using standard and/or some of the latest methods, develops appropriate ways to solve them, while, using relevant sources of law (norms), assesses the factual circumstances of the case, formulates a substantiated legal position and conclusions, develops a dispute resolution strategy, tactics and legal construction of the solution;
- PLO 4. Searches, processes and evaluates legal information, including national and international law sources, judicial practice, scientific news, through electronic library systems and other databases, basic legal information systems, and uses them in professional activities;
- PLO 5. Prepares legal documents, including contracts, legal/procedural acts, drafts of individual and normative acts, legal conclusions/opinions, taking into account legal means of dispute resolution and ethical norms; develops research and practical projects in accordance with academic standards and predetermined guidelines;
- PLO 6. Formulates and presents a legal position on a legal problem and ways to solve it to specialists and non-specialists, orally and in writing, using appropriate legal terminology and argumentation, as well as information and communication technologies;

Responsibility and autonomy:

- PLO 7. Acts in accordance with the professional ethics of a lawyer and legal standards; conducts professional activities with respect for legal values and human rights, and with personal responsibility.
- PLO 8. Independently manages the process of constantly updating their knowledge and skills and professional development, adhering to the principle of "lifelong learning".

Employment Fields And Learning Continuation Opportunities

A graduate of the Bachelor of Laws educational program will have the opportunity to work in any position that requires a Bachelor of Laws academic degree and does not require passing a state certification exam and/or meeting additional prerequisites stipulated by Georgian legislation.

A graduate of the Bachelor of Laws educational program can be employed to practice law:

- In the legislative and executive authorities, local self-government bodies;
- in judicial bodies;
- Law enforcement and other regulatory bodies;
- In public institutions, including legal entities under public law;
- in private law legal entities;
- Non-profit (non-commercial) legal entities, including international and human rights organizations;
- In the field of consulting, auditing and legal services.

A graduate of the Bachelor of Law educational program may engage in legal, notarial or other professional (except judicial) activities, in accordance with the rules established by applicable legislation.

A graduate of the Bachelor of Law educational program has the right to continue their studies at higher educational institutions in Georgia or other countries in a Master's degree program in law, which is focused on training a specialist and researcher at a higher level.

A graduate can also continue their studies in a master's program in any field, if the prerequisite for admission to this program is not limited to a bachelor's degree in another specialty.

Study - teaching Methods

In the teaching process, special attention is paid to the analysis of real problems and challenges in the field of law, teaching based on practical situations, and the development of argumentative reasoning and critical thinking. A variety of methods and activities are used in the teaching-learning process, which ensure the active involvement of the student and the effective achievement of learning outcomes. The syllabus of each course of study provided for by the Bachelor of Law educational

program provides for the ways (methods) to achieve the goal of the course of study, which is based on the principles of student-centered teaching. The teaching-learning methods provided for in the syllabus of each course of study are oriented not only to the acquisition of knowledge, but also to the development of skills.

The courses of the Bachelor of Law educational program include teaching and learning methods of the relevant topic. The teaching and learning methods reflected in the syllabus of each educational course of the educational program correspond to the bachelor's level and the goals and content of each educational course. Teaching and learning methods, based on the specificity of the educational course, ensure the achievement of the learning outcomes provided for in the syllabus of the educational course, and the set of existing teaching methods - the achievement of the learning outcomes provided for in the program.

When selecting teaching methods, the goal of the course and the expected outcome - what the student should know and be able to do - are taken into account. To implement the educational component of the educational program, teaching and learning methods such as lectures, group work, seminars, e-learning, practical work, etc. are used. Teaching and learning methods provided for in the course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.

In addition, the teaching-learning method may include relevant activities: group work, discussion/debate, collaborative learning, group work, demonstration, explanation, verbal or oral, deduction, induction, analysis, brainstorming, case study, problem-based learning and project-based learning, presentation, research and analytical tasks, case work, simulated processes/simulation exercises, etc. The activities used in the teaching-learning process complement and flow into each other. Academic and invited staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning objective.



Business Administration

Language of instruction: Georgian

Academic degree: Bachelor of Business Administration

Program volume in credits and hours: 180 ECTS credits.

Level of education: Bachelor's degree

Program Manager: Nona Gelitashvili

Program approval date: N6/ 2026 April 17

Prerequisites for admission to the educational program:

- A person with a complete general education, who has a relevant document (certificate) certified by the state or an equivalent document, and based on the results of the Unified National Examinations, can become a student of the Bachelor's degree program "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian University, and in order to enroll in the educational program, the applicant passes history or mathematics as an elective subject.
- Foreign and Georgian citizens have the right to study in the Bachelor's Program in "Business Administration" without passing the Unified National Exams, in accordance with the rules and in cases established by the legislation of Georgia.
- Eligible students who have transferred to Tbilisi Humanitarian University on a mobility basis have the right to study at the Bachelor's Program in "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian University in accordance with the legislation of Georgia, including the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010, as well as internal university regulatory documents.
- The prerequisites for admission to the Bachelor of Business Administration program are transparent and ensure the inclusion of individuals with the appropriate knowledge, skills, and values in the program, which serves to ensure that the student achieves the learning outcomes defined by this program.

Program objectives

The goal of the Bachelor of Business Administration educational program is to:

- To prepare competitive (taking into account labor market requirements) highly qualified personnel with broad theoretical knowledge in the field of business administration (marketing, management, finance);
- To equip students with the practical skills necessary for planning, organizing, implementing, and controlling related to this field, which ensures the right decision-making in a complex business environment while adhering to ethical principles;
- To develop students' analytical, creative, critical thinking, decision-making, data collection, processing, reliable and relevant conclusions, and effective oral and written communication skills Ability.

Program learning outcomes

I. Knowledge awareness

- 1.1 Describes the basic theories, models, concepts, functions, principles, tools of marketing, finance, management and their importance in the process of managing an organization and determines the importance of information technology and the role of corporate responsibility in the organization;
- 1.2 Discusses the importance of collecting, processing, evaluating, and analyzing information for effective decision-making in a constantly changing internal and external business environment;

II. Skills

- 2.1 Based on the analysis of the business environment, effectively organizes the process of developing the company's strategic plan, identifies business ideas for starting a business, selects the best idea, and develops an appropriate business plan for its commercialization;
- 2.2 Plans elements of marketing strategy and marketing mix for individual strategic business units and organizes activities for their implementation; evaluates factors affecting consumer behavior and the purchasing decision-making process;
- 2.3 Evaluates the company's financial condition using financial statements and performance analysis and forecasting methods;
- 2.4 Evaluates the components of the financial system, the behavior of money and capital markets, factors affecting interest rates and exchange rates, and analyzes the relationship between risk and expected returns on securities.
- 2.5 Identifies business problems and collects, analyzes, and processes the necessary information to solve them. data and interprets the results obtained;

III. Responsibility and autonomy

- 3.1 Be responsible for professional work in a constantly changing work environment, develop a plan for professional development and independently implement it.

Employment fields and opportunities for continuing education

Graduates of the Bachelor of Business Administration program may occupy positions in various areas of economic activity in the private or public sector, at the middle or entry-level management level. In particular, graduates will have the opportunity to be employed in the management of various functional areas:

- In the private sector, both entrepreneurial and non-entrepreneurial (non-commercial) legal entities;
- In public institutions, including legal entities under public law, state authorities and local self-government bodies;
- in international organizations;
- Non-governmental institutions, including charitable organizations or foundations;
- To conduct private business and other activities that require knowledge of business administration, and do not require a master's degree.

A graduate of the Bachelor's degree program in "Business Administration" can continue their studies in a Master's degree program in Business Administration and/or, in order to change their specialization, in a Master's degree program in another field.

Teaching and learning methods

of studying in the Bachelor's program "Business Administration" , in order to achieve learning outcomes, depending on the specifics of various study courses, various learning and teaching methods are used, or their combination is used. In the implementation of the Bachelor's program, adequate methods are selected to achieve learning outcomes , dynamically - taking into account the learning outcomes, the specifics of the academic discipline and the principle of academic freedom of the academic staff involved in the implementation of the program. In general, it is recommended to integrate highly interactive methods into the classical lecture format. When developing individual competencies, work in a working group, project development, presentation, homework and other similar forms of independent work should be used; as well as a practical component and the performance of a bachelor's thesis.

The methods of achieving learning outcomes used in the implementation of the Bachelor 's Program in " Business Administration " should stimulate the development of knowledge among students . Teaching methods should be selected in such a way as to arouse the student 's interest in the topic being studied , and to make the process of collecting data and organizing the learning process more accessible to the students .

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of a lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, definitions, notations, and assumptions of the material. A critical analysis of the main issues, facts, and ideas is required. A lecture should provide a scientific and logically consistent

understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

of working in a working group is to provide students with an opportunity to deepen the topics heard in the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports will be heard, discussions will be held, and conclusions will be drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Independent work of students - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with and study of basic literature to group work and/or preparation for midterm and final exams.



Business Administration English

Language of instruction: English

Academic degree: Bachelor of Business Administration

Program volume in credits and hours: 180 ECTS credits.

Level of education: Bachelor's degree

Program Manager: Manana Vasadze

Program approval date: N13, August 13, 2025

Prerequisites for admission to the educational program:

- A person with a complete general education, who has a relevant document (certificate) confirmed by the state or an equivalent document, and who has an English language assessment based on the results of the Unified National Exams, can become a student of the English-language bachelor's degree program "Business Administration" of the Faculty of Law, Business, Humanities and Social Sciences of Tbilisi Humanitarian University.
- Foreign and Georgian citizens have the right to study at the English-language Bachelor's degree program in "Business Administration" without passing the Unified National Exams, in accordance with the rules established by the legislation of Georgia. In this case, the applicant must submit a certificate of English language proficiency of at least B 1. Level certificate. Applicants who have completed secondary or higher education in English are not required to submit a certificate.
- Students who have transferred to Tbilisi Humanitarian University on a mobility basis have the right to study at the Bachelor's Program in "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian University in accordance with the legislation of Georgia, including the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010, as well as internal university regulatory documents.
- The prerequisites for admission to the Bachelor of Business Administration program are transparent and ensure the inclusion of individuals with the appropriate knowledge, skills, and values in the program, which serves to ensure that the student achieves the learning outcomes defined by this program.

Program objectives

The goal of the Bachelor of Business Administration educational program is to:

- To prepare competitive (taking into account labor market requirements) highly qualified personnel with broad theoretical knowledge in the field of business administration (marketing, management, finance);
- To equip students with the practical skills necessary for planning, organizing, implementing, and controlling related to this field, which ensures the right decision-making in a complex business environment while adhering to ethical principles;
- To develop students' analytical, creative, critical thinking, decision-making, data collection, processing, reliable and relevant conclusions, and effective oral and written communication skills Ability.

Program learning outcomes

I. Knowledge awareness

- 1.1 Describes the basic theories, models, concepts, functions, principles, tools of marketing, finance, management and their importance in the process of managing an organization and determines the importance of information technology and the role of corporate responsibility in the organization;
- 1.2 Discusses the importance of collecting, processing, evaluating, and analyzing information for effective decision-making in a constantly changing internal and external business environment;

II. Skills

- 2.1 Effectively organizes the process of developing the company's strategic plan, identifies business ideas for starting a business, selects the best idea and develops an appropriate business plan for its commercialization;
- 2.2 Plans elements of the marketing strategy and marketing mix for individual strategic business units and organizes their implementation activities;
- 2.3 Evaluates the company's financial condition using financial statements and performance analysis and forecasting methods;
- 2.4 Evaluates the components of the financial system, the behavior of money and capital markets, factors affecting interest rates and exchange rates, and analyzes the relationship between risk and expected returns on securities.
- 2.5 Identifies business problems and collects, analyzes, and develops the necessary information to solve them. data and interprets the results obtained;

III. Responsibility and autonomy

- 3.1 Be responsible for professional work in a constantly changing work environment, develop a plan for professional development and independently implement it.

The concentrations in the program, which represent the subject areas of the field (management, marketing, accounting, and finance), focus on strengthening learning outcomes in a narrow direction:

Concentration - Management

- Discusses the real environment of business and economics, characterizes the processes taking place in them, evaluates and analyzes them interpretively.
- Conducts positive-normative analysis of data, formulates appropriate conclusions based on the determinants of the internal and external business environment.
- Develops strategic and operational approaches and applies them in the design and operations management process.

Concentration - Marketing

- Processes marketing information data, determinants of consumer reaction and behavior. Principles of market diversification and segmentation, long-term vision of competition.
- Evaluates the stages of marketing strategy, the creation of customer incentives and demand-defining values, and the resulting delivery.
- Distinguishes individual elements of a unified marketing process, their specifics and features, digital marketing tools, principles of business social responsibility and ethical norms.

Concentration - Accounting

- Describes and evaluates the appropriateness, appropriate objectives and step-by-step sequence of accounting and reporting; tools and methods for the effective use of normative acts in accordance with international auditing standards.
- Processes data on the activities of individual personnel, organizations and enterprises. Ensures the preparation of appropriate financial materials and reports in accordance with international standards.
- It uses the capabilities of digital communication and information technologies when processing data.

Concentration - Finance

- Demonstrates broad knowledge of modern financial theories, financial practice, and participates in planning and management.
- Processes financial data based on objectively researched materials; on the activities of individuals and organizations. Formulates his/her assumptions and relevant conclusions.
- Makes a positive normative assessment of the financial, economic and business environment on current financial events and processes. Forms his own interpretative vision.

Employment fields and opportunities for continuing education

Graduates of the English-language Bachelor's degree program in "Business Administration" may occupy positions in various areas of economic activity in the private or public sector, at the middle or entry-level management level. In particular, graduates will have the opportunity to be employed in the management of various functional areas:

- In the private sector, both entrepreneurial and non-entrepreneurial (non-commercial) legal entities;
- In public institutions, including legal entities under public law, state authorities and local self-government bodies;
- in international organizations;
- Non-governmental institutions, including charitable organizations or foundations;
- To conduct private business and other activities that require knowledge of business administration, and do not require a master's degree.

A graduate of the Bachelor's degree program in "Business Administration" can continue their studies in a Master's degree program in Business Administration and/or, in order to change their specialization, in a Master's degree program in another field.

Teaching and learning methods

of studying in the Bachelor's program "Business Administration" , in order to achieve learning outcomes, depending on the specifics of various study courses, various learning and teaching methods are used, or their combination is used. In the implementation of the Bachelor's program, adequate methods are selected to achieve learning outcomes, dynamically - taking into account the learning outcomes, the specifics of the academic discipline and the principle of academic freedom of the academic staff involved in the implementation of the program. In general, it is recommended to integrate highly interactive methods into the classical lecture format. When developing individual competencies, work in a working group, project development, presentation, homework and other similar forms of independent work should be used; as well as a practical component and the performance of a bachelor's thesis.

The methods of achieving learning outcomes used in the implementation of the Bachelor 's Program in " Business Administration " should stimulate the development of knowledge among students . Teaching methods should be selected in such a way as to arouse the student 's interest in the topic being studied , and to make the process of collecting data and organizing the learning process more accessible to the students .

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of a lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, definitions, notations, and assumptions of the material. A critical analysis of the main issues, facts, and ideas is required. A lecture should provide a scientific and logically consistent

understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

of working in a working group is to provide students with an opportunity to deepen the topics heard in the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports will be heard, discussions will be held, and conclusions will be drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Student independent work - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with and study of basic literature to group work and/or preparation for midterm and final exams.



Psychology

Language of instruction: Georgian

Academic degree: Bachelor of Psychology

Program volume in credits and hours: 180 ECTS credits.

Level of education: Bachelor's degree

Program Manager: Ekaterine Sulukhia

Program approval date: N6, August 17, 2025

Prerequisites for admission to the educational program:

- A person who holds a certificate of complete general education issued in Georgia or an equivalent document is entitled to study at the Bachelor's degree program in Psychology. A person with a Unified National Examinations score, who has passed the English, German or Russian language proficiency test for enrollment in an academic program. In addition, for the undergraduate program in Psychology, the third compulsory-elective subject for applicants to continue their studies is defined as an exam in biology, mathematics, and history.
- Enrollment of applicants to the Bachelor's degree program in Psychology without passing the Unified National Exams is carried out in accordance with the procedure established by the legislation of Georgia.
- in Psychology through mobility is possible twice a year, within the deadlines set by the Ministry of Education and Science of Georgia, in compliance with mandatory procedures and rules established by the university.
- of Psychology program or transfer enrollment from an authorized higher education institution in a foreign country is carried out based on a decision of the Ministry of Education and Science of Georgia.

Program objectives

The goals of the Bachelor of Psychology program are:

1. To introduce the student to the history of the formation and development of psychology as a science;
2. To provide him with a broad knowledge of the fundamental concepts, principles, and laws of the field of psychology;
3. To develop the ability to analyze and critically evaluate scientific sources;

4. To act within the framework of ethical and social responsibility in professional activities;
5. To develop and refine the graduate's communication skills, both in the professional and general fields, so that he or she can adequately perceive information received from various types of communication and formulate his or her own position orally and in writing;
6. The graduate should develop and master the skills of using modern technologies in everyday information and communication activities.

Program learning outcomes

After successfully completing the courses provided by the bachelor's program and obtaining the appropriate credits, the student is awarded the academic degree of Bachelor of Psychology, which confirms that the graduate has the appropriate theoretical training and practical readiness in the field of psychology.

The content of the educational components (university, specialty compulsory and elective) of the Bachelor of Psychology program, taking into account the learning and teaching methods and the volume of credits, ensures the achievement of the learning outcomes set by this component.

Knowledge and awareness:

A Bachelor of Psychology has:

1. Extensive knowledge of the field of psychology, which Includes existing in psychology Theories And Principles Critical Understanding , he realizes the essence and social significance of his profession, the goals and main functions of the professional activity of a psychologist.
2. Knowledge of various fields of psychology; is familiar with the basic concepts, theoretical approaches, and empirical findings of psychology; is familiar with the history of the formation of psychology as a science and its current state; is familiar with the basic methods of psychological research; is familiar with the basic theories of psychology and the main fields of psychology (social, personality, developmental, educational, clinical, mood, etc.).
3. Proficient in the use of a computer software package (SPSS); will be able to perform statistical processing of research data at a basic level.

Skills:

A Bachelor of Psychology can:

1. The use of methods characteristic of the field of psychology, as well as some distinctive ones, to solve problems, and the implementation of a research or practical project, in accordance with predetermined guidelines.
2. Independent planning and implementation of small-scale empirical research, selection of study groups, analysis of necessary literature, collection of information and primary processing of data, taking into account various components of a theoretical or empirical/experimental research project; Identification of problems arising during the research process and solving them with guidance/recommendations. Application of knowledge about the regularities of sensation,

- perception and attention functioning; Clinical-psychological diagnosis and evaluation of the obtained results; Application of psychological principles to various issues (personal, social or organizational);
3. Collecting and interpreting data characteristic of the field of psychology, as well as analyzing the collected data and/or situations using standard and some unique methods recognized and tested in psychology; formulating a substantiated and argumentative conclusion;
 4. ideas in psychology , Problems and their solution Roads About Detailed Written Account Preparation And Information Specialists and transmission to non-specialists, Georgian And One of the foreign Fluency in language (English, Russian or German at B2 level) , and the use of modern information and communication technologies (IT), which facilitates their creative and critical application in a field-specific context.
 5. Will be able to conduct their own activities and effectively communicate with colleagues, specialists in related fields, and the wider community by adhering to the principles of professional ethics; plan and facilitate the continuous professional development of themselves and others. Determine their own area of competence, and act within the framework of ethical and social responsibility in their professional activities.

Responsibility and autonomy:

A graduate of the bachelor's program will be able to consistently and comprehensively evaluate their own learning process in the field of psychology, and determine their further learning needs, namely:

1. Conducting development-oriented activities in a complex, unpredictable learning and/or work environment and taking responsibility for them. Carrying out one's own activities in accordance with ethical principles.
2. Planning and facilitating the continuous professional development of oneself and others, identifying one's own further learning needs, and exercising them with a high degree of independence.

Employment fields and opportunities for continuing education

As a result of receiving a bachelor's degree, a bachelor of psychology can continue his studies in a master's degree; work in various state and non-governmental organizations: in schools, psychological counseling centers, medical institutions, enterprises and offices as an assistant psychologist, under the guidance of a professional psychologist working at the place of employment. The competencies of the above bachelor's program are also relevant for workers in the administrative, human resources management and service sectors of organizations.

Teaching and learning methods

A **lecture** is a creative process in which the lecturer and the student participate simultaneously. The main goal of a lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main

provisions, definitions, notations, and assumptions of the material. A critical analysis of the main issues, facts, and ideas is required. A lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

of working in a working group is to provide students with an opportunity to deepen the topics heard in the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports will be heard, discussions will be held, and conclusions will be drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Student independent work - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with and study of basic literature to group work and/or preparation for midterm and final exams.



Georgian language training educational program

Language of instruction: Georgian

Academic higher education level: First

Program scope: 60 ECTS

Duration of study: 2 semesters

Program Manager: Irina Arjevanidze

Program Approval Date: N11, August 12, 2022

Prerequisites for admission to the educational program:

- Passing the minimum competency threshold in general skills in the native language (Abkhazian/Azerbaijani/Armenian/Ossetian) in the Unified National Exams (Georgian Law on Higher Education matsne.gov.ge/ka/document/view/32830%23?scroll=0);
- Admission of foreign students (without passing national exams) is determined in accordance with the current legislation (Law of Georgia on Higher Education matsne.gov.ge/ka/document/view/32830%23?scroll=0).

Program objectives

The program aims to:

- To teach non-Georgian-speaking students the state language at the B2 level defined by the General Description of Georgian Language Proficiency Levels, so that they can fully continue their studies in the Georgian language in the desired bachelor's degree program;
- To develop in the student the ability to listen, understand, translate, analyze, interpret and reproduce various types of texts in the Georgian language;
- Be able to communicate and academically use the Georgian language for purposes Use, express one's own opinions in writing and orally;
- Georgian Language Separate Skills (listening, to talk, Question, writing) Independently further deepening, mastering grammatical (syntactic and morphological) structure and enriching vocabulary;
- Developing a tolerant attitude towards different cultures and traditions;
- Georgian Linguistic-cultural Environment and Values Introduction, Appreciation and building a sense of respect;

- To assist non-Georgian-speaking students in integrating into the Georgian academic community and society, so that they feel like full members of a multinational state and actively participate in the social development of the country and the region.

Program learning outcomes

Knowledge and awareness:

- 1.1. has Basic Knowledge in General Georgian Language and His On the importance;
- 1.2. Owns Georgian Language Basic Lexical Stock;
- 1.3. He thinks. Georgian Language System (Phonetics-phonology, Morphology, syntax) the interaction of the individual elements that make up the
- 1.4. has Certain Knowledge Georgia History and On traditions, knows The relationship of Georgian culture with the culture and traditions of other countries.

Ability:

- 2.1. Practically uses Georgian Language Communication (oral/written) And for academic purposes;
- 2.2. Has the ability to listen, understand, translate, analyze, interpret and reproduce texts of various types (depending on the subject area) in the Georgian language;
- 2.3. Possesses conversational speech (live/recorded) in accordance with the norms of the Georgian literary language. Understanding And To analyze Ability Familiar If Unknown When communicating on topics in personal, social, educational, and professional spheres;
- 2.4. uses Georgian Language Miscellaneous Type Dictionaries.

Responsibility And Autonomy:

- 3.1. Can Georgian Language of Knowledge and Skills Further Deepening and Enrich yourself;
- 3.2. He hears. Different Opinions and Respect Beats them, Forms On your own position in compliance with ethical norms;
- 3.3. Perceives Cultural Difference and Tolerant Other Cultures Respects democratic values.

Employment fields and opportunities for continuing education

A graduate of the Georgian language preparation educational program can continue his studies at the first level of higher academic education, in bachelor's degree/single-level programs, in accordance with the procedure established by the legislation (Law of Georgia on Higher Education; matsne.gov.ge/ka/document/view/32830%23?scroll=0)

Teaching and learning methods

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of a lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, definitions, notations, and assumptions of the material. A critical analysis of the main issues, facts, and ideas is required. A lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

The purpose of working in a working group is to give students the opportunity to deepen the topics heard in the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports will be heard, a discussion will be held, and conclusions will be drawn. Working group leader: Lecturer Coordination has to This Processes on Purpose To lead.

Practical Studying The purpose is Specific Practical Tasks Formation of the ability to use theoretical material in the decision-making process, which in turn leads to the development of theoretical material Independently Use Habit Output It is the basis. The practical instructor should focus on the methodology for solving tasks and exercises, their implementation, etc.

Independent work of students - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, including the use of basic literature. From acquaintance to study - Group Before work and/or Intermediate and for preparation for final exams.



Business Administration (English) Master's Degree Program

Program name: Business Administration

Language of instruction: English

Academic degree: Part I - Master of Business Administration

Part II - Research Master of Business Administration

Program volume in credits and hours: 120 credits

Level of education: Master's degree

Program Manager: David Nizharadze

Program approval date: N10, June 10, 2026

Prerequisites for admission to the educational program:

The prerequisites and procedures for admission to the English-language Master of Business Administration program are determined based on the regulations in force at Tbilisi Humanitarian University LLC, Georgian legislation, and relevant higher education requirements. The conditions for admission to the program are transparent, fair, public, and accessible to all interested parties.

Obtaining student status in the English-language educational program of Business Administration is carried out on the basis of unified master's exams and mobility or without passing unified master's exams in accordance with the legislation of Georgia and the internal legal acts of the university.

A person who has the right to study **in Part I of the English-language Master's Degree Program in Business Administration has the right to:**

- Has been awarded a bachelor's degree or an equivalent academic degree, and enrollment is carried out on the basis of common master's exams or without passing common master's exams in accordance with the rules established by the legislation of Georgia.

Additional conditions are:

- Passing an internal university exam in the specialty; Proof of foreign language proficiency at least at B2 level with a certificate and/or internal university exam.

In case of successful completion of the first part of the 60-credit volume of **the English-language Master's educational program in Business Administration**, the person is entitled, without re-taking the Master's exam, to continue his studies **in the second part of the same 60-credit volume of the**

Master's educational program of the Tbilisi Humanitarian University LLC, if 5 years have not passed since the completion of the first 60 credits. In case of the expiration of the aforementioned 5-year period, in order to continue his studies in the second 60-credit volume of the same program, the person is obliged to pass the Master's exam in accordance with the procedure established by law. This rule applies only to the case of continuing studies at the Tbilisi Humanitarian University, LLC Master of Business Administration educational program. In case of enrollment/continuation of studies at another higher educational institution or the second 60-credit part of another master's educational program, the person is subject to the requirement to pass the master's exam in accordance with the procedure established by law.

Program objectives

The aim of the English-language Master of Business Administration educational program is to:

Part I:

- Goal 1:** To prepare highly qualified business professionals who will be able to critically analyze the complex business environment;
- Goal 2:** To develop the graduate Ability to evaluate strategic alternatives and develop innovative, ethical, and sustainable management solutions for organizations operating in both local and global markets.

Part II:

- Goal 1:** To prepare expert master researchers who will be able to conduct independent and ethically responsible business research and engage in continuous professional and scientific development.
- Goal 2:** To develop the graduate's ability to generate evidence-based knowledge and develop innovative solutions to complex organizational and social challenges.

Program learning outcomes

Business Administration English-speaking Master's degree Educational Program Learning Results Formed As follows:

Part I of the study Results:

1. Complex Business challenges to solve Analyzes Economics, Management, Marketing, Finance, Operations, Innovation and Organizational Behavior In the fields Existing Advanced Theories, concepts And Modern Approaches.

2. Relevant Analytical Frames Using Appreciates Internal and External Business environment Managerial and Strategic Decisions Acceptance To support And Does Communication As with specialists, as well as non-specialist with the audience.
3. Develops Innovative Business models, products, services And Organizational processes which They answer. Technological, market And Social Changes.
4. Evaluates Leadership approaches, organizational Behavior Models and Human Capital Practice Organizational Efficiency and Employees Productivity To elevate.
5. Operational, financial And Delivery Chain Efficiency Indicators Evaluation As a result Will develop Sustainability To grow Necessary Approaches.
6. Appreciates Digital Transformation and Informational Systems influence Organizational On strategy, operations And Competitive On the advantage.
7. Forms Managerial Decisions Which Considers Ethics, Corporate Management, Social Responsibility and Sustainable Development Principles.

Part II of learning Results:

1. Appreciates By research needs And Does Research Problems Formulation in Business and in management Existing Modern Theoretical, methodological And Empirical Literature Critical Evaluation Based on.
2. Analyzes Strategic Decisions To receive Organizational and Market Data Analytical Instruments and on the evidence Based Approaches Using.
3. Systemic Research and Analytical On the evidence Based on Will develop Innovative Managerial and Practical Recommendations.
4. creates New Of visions and specific on the context Customized knowledge that Hand It helps Organizational development, innovations And Sustainable Business activities.
5. Critically Appreciates On your own Personal, professional And By research Competencies and Does Continuous Learning, professional Development and Whole Life At a distance Career Progress Opportunities Identification.

Employment fields and opportunities for continuing education

Business Administration Master's degree Educational Program Graduates Opportunity They will have They got employed. Private, public And Non-governmental in sectors such as Medium and High Ring Managers, analysts, consultants And Projects Program leaders Graduates Will they be able to Activities Implementation Organizations Strategic, functional And Research Directions.

In particular, the graduate Opportunity will have to be employed:

- Private In the sector Active Entrepreneurial In organizations, they Between Local and International In companies, management, marketing, finance, operations, supply Chain, business development And Innovations Management In the direction;

- Public In institutions, they Between State Government In bodies, public Law Legal Persons and Local Self-government In the bodies, politics Analysis, projects Management, strategic Planning and Organizational Development In the direction;
- International Organizations and Development In agencies, programs And Projects Management, research, monitoring And Evaluation, as well as Organizational Development In the fields;
- Non-governmental And Non-profit In organizations, foundations And Professional In associations, management, research, projects Administration and Organizational Development In the direction;
- Consulting And by Research In organizations, as Business Analyst, Management Consultant, Market Researcher or Organizational Development Specialist;
- Educational And by Research In institutions Research Projects Implementation and Academic Activities Support In the direction;
- Startups And Innovative In enterprises, business models Development and Entrepreneurial Activities In the direction;
- Independent Professional Activities Within the framework of, as Entrepreneur, business consultant Or Projects Ruler.

Program To the graduate Also will have Opportunity to continue Study Business Administration, management And With him Related Directions Doctoral About programs Georgia and Overseas Higher Educational In institutions.

Evaluation methods:

- **Discussion/debate** – one of the most common methods of interactive teaching, which dramatically increases the level of student engagement and activity. This method develops the student's ability to argue and justify their own opinions;
- **Collaborative work** – during this teaching method, students are divided into groups and given learning tasks. Group members work on the issue individually and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group work process. This strategy ensures maximum involvement of all students in the learning process;
- **Problem-Based Learning (PBL)** – This learning method uses problem-solving as the initial stage of the process of acquiring and integrating new knowledge;
- **Cooperative learning** is a teaching strategy where each member of a group is required not only to learn, but also to help their teammate learn the subject better; each group member works on a problem until all of them have mastered the subject.

- **Heuristic method** – is based on the step-by-step solution of a task set before students. This task is carried out through the independent recording of facts and seeing the connections between them during the learning process;
- **Case study** – the professor discusses specific cases with students during the lecture, which will comprehensively and thoroughly examine the issue;
- **Brain storming** – this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within the framework of a specific topic. This method promotes the development of a creative approach to the problem. This method is effective in the presence of a large group of students and consists of several main stages:
 - a) Defining the problem/issue from a creative perspective;
 - b) taking notes (mainly on the board) of ideas from the audience around the issue without criticism over a period of time;
 - c) identifying, through elimination, those ideas that are most relevant to the question posed;
- **Demonstration method** – this method involves presenting information visually. In terms of achieving results, it is quite effective, in many cases it is better to provide the material to students simultaneously in an audio and visual way. The demonstration of the material to be studied can be carried out by both the teacher and the student. This method helps to make the different stages of perception of the educational material visible, to specify what the students will have to do independently; At the same time, this strategy visually presents the essence of the issue/problem;
- **Presentation** - is a set of educational and cognitive methods that allow solving a problem under the conditions of the student's independent actions and the necessary presentation of the obtained results. Teaching with this method increases the motivation and responsibility of students. Work on a presentation includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A presentation will be considered implemented if its results are presented clearly, convincingly and in a specific form. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the presentation is presented to a wide audience.
- **The inductive method** defines a form of knowledge transfer where the flow of thought in the learning process is directed from facts to generalizations, that is, when conveying material, the process proceeds from the specific to the general.
- **The deductive method** defines a form of knowledge transfer that is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.
- **The analysis method** helps us break down the learning material into its constituent parts, as a whole. This makes it easier to cover in detail the individual issues within a complex problem.

- **The synthesis method** involves grouping individual issues into a single whole. This method helps develop the ability to see the problem as a whole.
- **A method of writing** that involves the following activities: making excerpts and notes, summarizing material, writing theses, writing an abstract or essay, and editing a manuscript.
- **Project development** - work on a project includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A project will be considered implemented if its results are presented in a visible, convincing and concrete form. It can be carried out individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). Upon completion, the project is presented to a wide audience.
- **Practical methods** - combine all forms of teaching that develop practical skills in the student. Here, the student independently performs a particular activity based on the acquired knowledge, industrial practice.
- **Industrial practice** is a mandatory component and an integral part of the program. It is focused on developing the student's professional skills. It allows the student to test the competencies (knowledge and skills) acquired in the academic environment in real life. Practice is a statement of the student's expectation of what he should know, understand and/or be able to demonstrate after completing his studies. Professional competencies, which are planned to be achieved within the framework of professional practice, are generally a dynamic combination of knowledge, awareness, skills and abilities.
- **A bachelor's thesis** is a kind of summary work, which tests the student's ability to analyze and synthesize arguments in the field of specialization, as well as the ability to see and evaluate problems. Various types of teaching methods are used to complete a bachelor's thesis, namely: the method of working on a book, which involves searching for, preparing, grouping, systematizing and processing materials related to the topic of the thesis;

Faculty of Health Sciences

Dentistry

Program name: Dentistry

Language of instruction: Georgian

Academic degree: Certified dentist

Program volume in credits and hours: 300 credits

Level of education: One-level educational program

Program Manager: Ilona Sakvarelidze

Program approval date: N 108/07, 25 November 2018

Modified: No. 4, 14 March 2025

Prerequisites for admission to the educational program:

- A) A person who has a relevant document (certificate) certified by the state or an equivalent document and has obtained the right to study based on the results of the Unified National Exams may become a student of the Diploma Dentistry educational program of the Faculty of Health Sciences of Tbilisi Humanitarian University.
- b) foreign citizens will be admitted without unified national exams, in accordance with the procedure established by law.
- c) In order to enroll in the Diploma Dentistry educational program of the Faculty of Health Care of Tbilisi Humanitarian University, it is mandatory to pass the fourth profile subject chosen by the applicant: Biology and/or Chemistry.
- d) For students transferred from other higher educational institutions to the Faculty of Health Care of Tbilisi Humanitarian University, student mobility to the Diploma Dentistry educational program is carried out in accordance with the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010 and on the basis of normative acts established by the university.

Program objectives

The goal of the single-level educational program in dentistry is to train competitive specialists in the field of dentistry. Graduates are distinguished by an active civic position, high social and personal competencies, modern theoretical knowledge and practical skills, as well as innovative thinking. The

program is focused on training personnel who will be in demand in the labor market, will be able to solve professional tasks related to oral hygiene, improving the general health and quality of life of the population in a timely, effective and high-quality manner.

Accordingly, the program aims to provide graduates with:

- The ability to consider dental problems in the context of the pathogenetic complex of the whole organism, based on knowledge of biomedical and clinical sciences.
- Ability to think and analyze clinically using the principles of evidence-based dentistry.
- Ability to conduct activities in the field of dentistry, taking into account professional and ethical norms.
- Ability to understand the need for continuing dental education and professional development.

Program learning outcomes

The training of a certified dentist ensures the formation of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Socio-personal competencies, which include orientation towards professional values, knowledge and adherence to deontological norms;

Professional competencies, which include the set of knowledge and skills necessary for the implementation of diagnostic, treatment and preventive measures in professional activities;

According to the National Framework of Qualifications for Higher Education, the second cycle of higher education qualifications, upon completion of the Diploma in Dentistry educational program, based on the goals of the program and the mission of the university, the graduate will have achieved the level of the corresponding master's degree, which is grouped into three areas of competence:

Knowledge:

1. Critically understands and logically formulates the features of the structural functions of the organism at both the cellular and systemic levels in normal and pathological conditions.
2. Describes dental diseases, somatic diseases related to dental pathologies, their etiology, pathogenesis, clinic, modern treatment approaches, the impact of environmental factors, harmful

habits, healthy lifestyle, psychological and behavioral factors on human health, and the prognosis of the disease.

3. Describes the mechanisms of action of drugs in various somatic, dental and metabolic pathological conditions and diseases, and the principles of treatment and management of emergency conditions.
4. Understands the values and ethical norms of professional activity, research methods in the healthcare sector, and the specifics and challenges of healthcare regulation.

Skills:

5. Conducts a patient consultation based on an analysis of the patient's history, clinical course, and concomitant somatic diseases, and determines the diagnosis, treatment method, and prognosis of the disease using evidence-based dentistry, taking into account the patient's age, psychological characteristics, and special needs.
6. Establishes effective communication with the patient, accompanying persons, and colleagues in verbal and non-verbal forms, using ethical principles.
7. Critically analyzes reliable complex information, epidemiological data, independently obtained from sources, information systems, and electronic databases, presents evidence-based conclusions and preventive measures in academic and professional circles.
8. Uses the latest technologies and achievements in the field of dentistry, modern treatment approaches, and guidelines in the complex treatment of difficult dental clinical cases, taking into account his or her own and the patient's safety.
9. Manages patients in case of need for first aid, emergency situations, including those related to dentistry.
10. Uses the norms defined by sectoral legislation, healthcare and professional activity regulations, and develops recommendations regarding hygiene norms based on the assessment of environmental factors.

Responsibility and autonomy:

11. Defines the scope of his/her abilities and, if necessary, refers to other specialists in the field. Demonstrates willingness for professional improvement.
12. Adapts to new and complex environments, providing quality services based on rational decisions and cutting-edge approaches.

Employment fields and opportunities for continuing education

A graduate of a single-level higher education program in dentistry can work as a junior doctor (dentist), who performs the functions of a doctor under the instructions and responsibility of a subject with the right to independent medical practice (Law of Georgia "On Medical Practice", Article 5).

Evaluation methods:

- **Oral presentation** – demonstration of knowledge of theoretical material, discussion of specific issues in the form of a narrative or answering questions, solving an issue and making the right decision.
- **Written Quiz** – Testing the integration of skills and knowledge on specific issues within the material covered. May include open-ended and/or multiple-choice questions .
- **Test** - written work on midterm and final exams; testing of theoretical knowledge.
- **Demonstration of practical/clinical skills** – taking a patient’s history, physical examination, recording data, examining a surgical patient, treating urgent conditions, providing first aid in emergencies, treating pain and distress, administering local anesthesia, treating bleeding, administering fluid substitutes, placing sutures, giving intramuscular, intravenous, and subcutaneous injections, catheterizing a vein, infusing medications into a vein, removing sutures and drains, etc.
- **Clinical Case Presentation** – A patient case presentation that helps students develop their clinical reasoning, data interpretation, and information integration skills to make a differential diagnosis and develop a treatment plan. The presentation includes patient history, information analysis and synthesis (problem list and differential diagnosis), and management (diagnosis and treatment plan).
- **Research paper** - an in-depth analysis of a specific topic/issue. Requires reading additional literature, processing data, and presenting it in written form. This allows the student to gain a deeper knowledge and understanding of the course of study, creatively integrate knowledge, clearly present and discuss conclusions in written and oral formats, and understand the ethical aspects of research work.
- **OSPE** (Objective Structured Practical Examination) – An objective tool for assessing theoretical, practical, and problem-solving skills within preclinical courses. Students must identify and describe anatomical, histological specimens.
- **OSCE** (Objectively Structured Clinical Examination) – An assessment method based on a student’s presentation to assess their clinical skills/competences. It is a practical, real-world example-based approach to teaching that allows for an objective assessment of student competence. Its content and procedures are standardized. Each testing station focuses on a specific clinical skill/competence. Each student completes the same task in the same amount of time. The task at each station represents a real clinical situation.
- **Abstract** - a detailed analysis of a specific topic/issue . Requires reading, processing and presenting additional literature in written form. Provides the opportunity to deepen knowledge within the course, better understand, develop abilities and attitudes, expand subject/subject knowledge , and integrate knowledge critically, creatively and at a systemic level. Provides the opportunity for

the student to clearly present his/her conclusions in written and oral form, discuss it, present his/her knowledge and arguments, on the basis of which the thesis was developed; understand the ethical aspects of research.

- **Essay** - searching for information on a specific topic, processing literature and sources, sharing the opinions of various authors, organizing them chronologically and logically, and expressing one's own opinion on the matter. It is presented in the format of a written discourse.
- **Role play** - students demonstrate and assess practical/clinical skills as they take on the roles of patient and doctor.
- **MiniCex** - Used to assess basic clinical skills. The student completes a mini-clinical Exercise. A task is given according to a specific clinical case.
- **Student Diary** - In the last semester, the student keeps diaries, where the practical work performed is recorded. Each practice syllabus is accompanied by a diary, which presents the mandatory manipulations to be performed and the minimum number of times they must be performed. The student performs the tasks under the supervision of the lecturer. Initially, he receives recommendations from him, and at the last time, the manipulation is evaluated with the appropriate points.
- **Discussion** - Students engage in discussions on various clinical issues. During the discussion, their involvement, activity, and the accuracy of their opinions are assessed.
- **Clinical case analysis** - the student is given a clinical case, and based on clinical reasoning, data interpretation, and information integration, the student selects appropriate examination, diagnostic, and treatment methods for the clinical case, establishes a treatment plan, and determines preventive measures and prognosis.
- **Laboratory work** – conducting chemical reactions in the laboratory, working with microscopes, examining microscopic specimens, identifying tissue preparations, pathologies, the degree of damage, and determining the outcome of a pathological process.



Dentistry (English)

Program name: Dentistry

Language of instruction: English

Academic degree: Certified dentist

Program volume in credits and hours: 300 credits

Level of education: One-level educational program

Program Manager: Sophio Puturidze

Program approval date: N18/2019, September 19, 2019

Modified: No. 4, 14 March 2025

Prerequisites for admission to the educational program:

Admission of students to the dentistry educational program is carried out in accordance with current legislation, in the following ways:

1. By passing the Unified National Exams:

- **A person with a complete general education** who holds a relevant diploma/certificate recognized by the state;
- Admission is based on the results of the Unified National Exams, passing the minimum competency threshold of **60% + 1 point in the English language exam.**

2. Without passing the Unified National Exams: In accordance with the rule specified in Article 52, Paragraph 3 of the Law of Georgia "On Higher Education", studying without passing the national exams is permitted:

- For foreign citizens and stateless persons who have received a complete general education or its equivalent in a foreign country;
- For citizens of Georgia who have received their full general education in a foreign country or have studied the last 2 years of general education abroad;
- For students who have lived in a foreign country for at least 1 year, are/were studying and have received credits at a higher education institution recognized in accordance with the legislation of the foreign country.

Language requirement: * Applicants who enroll without taking unified national exams must confirm their English language level B2 through internal university testing or submit an international certificate of English language proficiency at level B2 (CEFR B2, IELTS – 5.5, TOEFL iBT – 61, Cambridge FCE or another equivalent certificate).

3. By mobility rule:

- Student enrollment through mobility is carried out in accordance with the current legislation of Georgia, including the Order No. 10/n of the Minister of Education and Science of Georgia of February 4, 2010, and the internal regulatory rules of the university.

Program objectives

The goal of the single-level educational program in dentistry is to prepare qualified, caring, and responsible dentists who are highly competitive in both the Georgian and international labor markets, and who are well prepared for continuing education and professional growth.

Accordingly, the program aims to provide graduates with:

- Based on biomedical and clinical sciences, the ability to consider dental problems in the context of the pathogenic complexity of the whole organism.
- Clinical thinking and analysis skills using the principles of evidence-based dentistry.
- Ability to practice dentistry in accordance with professional and ethical standards.
- Understanding the importance of continuing dental education and professional development.

Program learning outcomes

The training of a certified dentist ensures the formation of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Socio-personal competencies, which include professional values. Training a qualified dentist ensures the development of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Socio-personal competencies, which include orientation towards professional values, knowledge of deontological norms and their observance;

Professional competencies, which include the complex of knowledge and skills necessary to carry out diagnostic, therapeutic and preventive measures in professional activities;

In accordance with the National Qualifications Framework for Second Cycle Higher Education and the Classification of Fields of Study, completion of the Bachelor/Single-cycle Dental Education programme provides a qualification that is equivalent to a second cycle higher education, equivalent to a Master's degree. This alignment is directly aligned with the aims of the programme and the overall mission of the university. Upon completion of the programme, the student demonstrates competence in three key areas – knowledge, skills, and responsibility and autonomy, each of which represents their professional development and expertise in the field of dentistry.

Knowledge Awareness:

1. Critically and logically formulates the functions of the structures of the human body at both the cellular and systemic levels, in both normal and pathological conditions, by forming logical conclusions based on this understanding.
2. Describes dental diseases, as well as somatic diseases that may be associated with dental pathologies, including their etiology, pathogenesis, clinical manifestations, modern treatment approaches, and the impact of environmental factors, harmful habits, lifestyle, and psychological and behavioral factors on human health and disease outcome.
3. Explains the mechanisms of action of medications in various systemic, dental, and metabolic pathological conditions and diseases, the use of dental materials in dentistry, and emphasizes the principles of treatment and management in emergency situations.
4. Demonstrates an understanding of values and ethical standards in professional practice, research methodologies in the healthcare system, and specific challenges related to healthcare regulation.

Skills:

5. Provides consultations to patients by analyzing their medical history, clinical manifestations of somatic and concomitant conditions. Establishes diagnoses and disease outcomes using evidence-based dentistry, taking into account the patient's age, psychological characteristics, and special needs.
6. Communicates effectively with patients, caregivers, and colleagues, both verbally and nonverbally, while collecting and recording medical history, adhering to ethical principles in all interactions.

7. Critically analyzes reliable and comprehensive information independently obtained from various sources, information systems, and electronic databases, as well as epidemiological data, presenting evidence-based conclusions and preventive measures in academic and professional settings.
8. Uses the latest technological advances, modern treatment approaches, and clinical guidelines in the comprehensive treatment of difficult dental cases, prioritizing both patient and personal safety.
9. Manages patients in general and emergency situations requiring first aid, especially those related to dental conditions.
10. Adheres to the standards established by healthcare sector legislation and regulations in professional activities, develops recommendations for maintaining hygiene standards based on the assessment of environmental factors.

Responsibility and autonomy:

11. Recognizes the limits of one's own expertise and, when necessary, consults with other specialists, demonstrating a commitment to continuous professional growth.
12. Adapts to new and challenging environments, providing qualified dental care based on rational decisions and modern approaches, regardless of the social, cultural, religious and ethnic background of patients.

Employment fields and opportunities for continuing education

Graduates of a single-level higher dental education program may work as junior doctors under the supervision of an independent doctor, who performs the functions of a doctor under the guidance and responsibility of the independent doctor (Law of Georgia “On Medical Practice”, Article 5).

Evaluation methods:

- **Oral presentation** – demonstration of knowledge of theoretical material, discussion of specific issues in the form of a narrative or answering questions, solving an issue and making the right decision.
- **Written Quiz** – Testing the integration of skills and knowledge on specific issues within the material covered. May include open-ended and/or multiple-choice questions .
- **Test** - written work on midterm and final exams; testing of theoretical knowledge.

- **Demonstration of practical/clinical skills** – taking a patient's history, physical examination, recording data, examining a surgical patient, treating urgent conditions, providing first aid in emergencies, treating pain and distress, administering local anesthesia, treating bleeding, administering fluid substitutes, placing sutures, giving intramuscular, intravenous, and subcutaneous injections, catheterizing a vein, infusing medications into a vein, removing sutures and drains, etc.
- **Clinical Case Presentation** – A patient case presentation that helps students develop their clinical reasoning, data interpretation, and information integration skills to make a differential diagnosis and develop a treatment plan. The presentation includes patient history, information analysis and synthesis (problem list and differential diagnosis), and management (diagnosis and treatment plan).
- **Research paper** – an in-depth analysis of a specific topic/issue. Requires reading additional literature, processing data, and presenting it in written form. This allows the student to gain a deeper knowledge and understanding of the course of study, creatively integrate knowledge, clearly present and discuss conclusions in written and oral formats, and understand the ethical aspects of research work.
- **OSPE (Objective Structured Practical Examination)** – An objective tool for assessing theoretical, practical, and problem-solving skills within preclinical courses. Students must identify and describe anatomical, histological specimens.
- **OSCE (Objectively Structured Clinical Examination)** – An assessment method based on a student's presentation to assess their clinical skills/competences. It is a practical, real-world example-based approach to teaching that allows for an objective assessment of student competence. Its content and procedures are standardized. Each testing station focuses on a specific clinical skill/competence. Each student completes the same task in the same amount of time. The task at each station represents a real clinical situation.
- **Abstract** – a detailed analysis of a specific topic/issue. Requires reading, processing and presenting additional literature in written form. Provides the opportunity to deepen knowledge within the course, better understand, develop abilities and attitudes, expand subject/subject knowledge, and integrate knowledge critically, creatively and at a systemic level. Provides the opportunity for the student to clearly present his/her conclusions in written and oral form, discuss it, present his/her knowledge and arguments, on the basis of which the thesis was developed; understand the ethical aspects of research.
- **Essay** – searching for information on a specific topic, processing literature and sources, sharing the opinions of various authors, organizing them chronologically and logically, and expressing one's own opinion on the matter. It is presented in the format of a written discourse.
- **Role play** – students demonstrate and assess practical/clinical skills as they take on the roles of patient and doctor.

- **MiniCex** - Used to assess basic clinical skills. The student completes a mini-clinical Exercise. A task is given according to a specific clinical case.
- **Student Diary** - In the last semester, the student keeps diaries, where the practical work performed is recorded. Each practice syllabus is accompanied by a diary, which presents the mandatory manipulations to be performed and the minimum number of times they must be performed. The student performs the tasks under the supervision of the lecturer. Initially, he receives recommendations from him, and at the last time, the manipulation is evaluated with the appropriate points.
- **Discussion** - Students engage in discussions on various clinical issues. During the discussion, their involvement, activity, and the accuracy of their opinions are assessed.
- **Clinical case analysis** - the student is given a clinical case, and based on clinical reasoning, data interpretation, and information integration, the student selects appropriate examination, diagnostic, and treatment methods for the clinical case, establishes a treatment plan, and determines preventive measures and prognosis.
- **Laboratory work** – conducting chemical reactions in the laboratory, working with microscopes, examining microscopic specimens, identifying tissue preparations, pathologies , the degree of damage, determining the outcome of a pathological process



Dentistry (Russian)

Program name: Dentistry

Language of instruction: Russian

Academic degree: Certified dentist

Program volume in credits and hours: 300 credits (7500 hrs.).

Level of education: One-level educational program

Program Manager: Ilona Sakvarelidze

Program approval date: N108/07, November 25, 2019

Modified: No. 4, 14 June 2025

Prerequisites for admission to the educational program:

- A) A person who has a relevant document (certificate) certified by the state or an equivalent document and has obtained the right to study based on the results of the Unified National Exams may become a student of the Diploma Dentistry educational program of the Faculty of Health Sciences of Tbilisi Humanitarian University.
- b) foreign citizens will be admitted without unified national exams, in accordance with the procedure established by law.
- c) In order to enroll in the Diploma Dentistry educational program of the Faculty of Health Care of Tbilisi Humanitarian University, it is mandatory to pass the fourth profile subject chosen by the applicant: Biology and/or Chemistry.
- d) For students transferred from other higher educational institutions to the Faculty of Health Care of Tbilisi Humanitarian University, student mobility to the Diploma Dentistry educational program is carried out in accordance with the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010 and on the basis of normative acts established by the university.

Program objectives

The goal of the single-level educational program in dentistry is to train competitive specialists in the field of dentistry. Graduates are distinguished by their active civic position, high social and personal competencies, modern theoretical knowledge and practical skills, as well as innovative thinking. The program is focused on training personnel who will be in demand in the labor market, will be able to solve professional tasks related to oral hygiene, improving the general health and quality of life of the population in a timely, effective and high-quality manner.

Accordingly, the program aims to provide graduates with:

- The ability to consider dental problems in the context of the pathogenetic complex of the whole organism, based on knowledge of biomedical and clinical sciences.
- Ability to think and analyze clinically using the principles of evidence-based dentistry.
- Ability to conduct activities in the field of dentistry, taking into account professional and ethical norms.
- Ability to understand the need for continuing dental education and professional development.

Program learning outcomes

The training of a certified dentist ensures the formation of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Socio-personal competencies, which include orientation towards professional values, knowledge and adherence to deontological norms;

Professional competencies, which include the set of knowledge and skills necessary for the implementation of diagnostic, treatment and preventive measures in professional activities;

According to the National Framework of Qualifications for Higher Education, the second cycle of higher education qualifications, upon completion of the Diploma in Dentistry educational program, based on the goals of the program and the mission of the university, the graduate will have achieved the level of the corresponding master's degree, which is grouped into three areas of competence:

Knowledge:

1. Critically understands and logically formulates the features of the structural functions of the organism at both the cellular and systemic levels in normal and pathological conditions.

2. Describes dental diseases, somatic diseases related to dental pathologies, their etiology, pathogenesis, clinic, modern treatment approaches, the impact of environmental factors, harmful habits, healthy lifestyle, psychological and behavioral factors on human health, and the prognosis of the disease.
3. Describes the mechanisms of action of drugs in various somatic, dental and metabolic pathological conditions and diseases, and the principles of treatment and management of emergency conditions.
4. Understands the values and ethical norms of professional activity, research methods in the healthcare sector, and the specifics and challenges of healthcare regulation.

Skills:

5. Conducts a patient consultation based on an analysis of the patient's history, clinical course, and concomitant somatic diseases, and determines the diagnosis, treatment method, and prognosis of the disease using evidence-based dentistry, taking into account the patient's age, psychological characteristics, and special needs.
6. Establishes effective communication with the patient, accompanying persons, and colleagues in verbal and non-verbal forms, using ethical principles.
7. Critically analyzes reliable complex information, epidemiological data, independently obtained from sources, information systems, and electronic databases, presents evidence-based conclusions and preventive measures in academic and professional circles.
8. Uses the latest technologies and achievements in the field of dentistry, modern treatment approaches, and guidelines in the complex treatment of difficult dental clinical cases, taking into account his or her own and the patient's safety.
9. Manages patients in case of need for first aid, emergency situations, including those related to dentistry.
10. Uses the norms defined by sectoral legislation, healthcare and professional activity regulations, and develops recommendations regarding hygiene norms based on the assessment of environmental factors.

Responsibility and autonomy:

11. Defines the scope of his/her abilities and, if necessary, refers to other specialists in the field. Demonstrates willingness for professional improvement.
12. Adapts to new and complex environments, providing quality services based on rational decisions and cutting-edge approaches.

Employment fields and opportunities for continuing education

Graduates of a single-level higher dental education program may work as junior doctors under the supervision of an independent doctor, who performs the functions of a doctor under the guidance and responsibility of the independent doctor (Law of Georgia “On Medical Practice”, Article 5).

Evaluation methods:

- **Oral presentation** – demonstration of knowledge of theoretical material, discussion of specific issues in the form of a narrative or answering questions, solving an issue and making the right decision.
- **Written Quiz** – Testing the integration of skills and knowledge on specific issues within the material covered. May include open-ended and/or multiple-choice questions .
- **Test** - written work on midterm and final exams; testing of theoretical knowledge.
- **Demonstration of practical/clinical skills** – taking a patient’s history, physical examination, recording data, examining a surgical patient, treating urgent conditions, providing first aid in emergencies, treating pain and distress, administering local anesthesia, treating bleeding, administering fluid substitutes, placing sutures, giving intramuscular, intravenous, and subcutaneous injections, catheterizing a vein, infusing medications into a vein, removing sutures and drains, etc.
- **Clinical Case Presentation** – A patient case presentation that helps students develop their clinical reasoning, data interpretation, and information integration skills to make a differential diagnosis and develop a treatment plan. The presentation includes patient history, information analysis and synthesis (problem list and differential diagnosis), and management (diagnosis and treatment plan).
- **Research paper** - an in-depth analysis of a specific topic/issue. Requires reading additional literature, processing data, and presenting it in written form. This allows the student to gain a deeper knowledge and understanding of the course of study, creatively integrate knowledge, clearly present and discuss conclusions in written and oral formats, and understand the ethical aspects of research work.
- **OSPE** (Objective Structured Practical Examination) – An objective tool for assessing theoretical, practical, and problem-solving skills within preclinical courses. Students must identify and describe anatomical, histological specimens.
- **OSCE** (Objectively Structured Clinical Examination) – An assessment method based on a student’s presentation to assess their clinical skills/competences. It is a practical, real-world example-based approach to teaching that allows for an objective assessment of student competence. Its content and procedures are standardized. Each testing station focuses on a specific clinical skill/competence. Each student completes the same task in the same amount of time. The task at each station represents a real clinical situation.
- **Abstract** - a detailed analysis of a specific topic/issue . Requires reading, processing and presenting additional literature in written form. Provides the opportunity to deepen knowledge within the course, better understand, develop abilities and attitudes, expand subject/subject knowledge , and integrate knowledge critically, creatively and at a systemic level. Provides the opportunity for

the student to clearly present his/her conclusions in written and oral form, discuss it, present his/her knowledge and arguments, on the basis of which the thesis was developed; understand the ethical aspects of research.

- **Essay** - searching for information on a specific topic, processing literature and sources, sharing the opinions of various authors, organizing them chronologically and logically, and expressing one's own opinion on the matter. It is presented in the format of a written discourse.
- **Role play** - students demonstrate and assess practical/clinical skills as they take on the roles of patient and doctor.
- **MiniCex** - Used to assess basic clinical skills. The student completes a mini-clinical Exercise. A task is given according to a specific clinical case.
- **Student Diary** - In the last semester, the student keeps diaries, where the practical work performed is recorded. Each practice syllabus is accompanied by a diary, which presents the mandatory manipulations to be performed and the minimum number of times they must be performed. The student performs the tasks under the supervision of the lecturer. Initially, he receives recommendations from him, and at the last time, the manipulation is evaluated with the appropriate points.
- **Discussion** - Students engage in discussions on various clinical issues. During the discussion, their involvement, activity, and the accuracy of their opinions are assessed.
- **Clinical case analysis** - the student is given a clinical case, and based on clinical reasoning, data interpretation, and information integration, the student selects appropriate examination, diagnostic, and treatment methods for the clinical case, establishes a treatment plan, and determines preventive measures and prognosis.
- **Laboratory work** – conducting chemical reactions in the laboratory, working with microscopes, examining microscopic specimens, identifying tissue preparations, pathologies, the degree of damage, and determining the outcome of a pathological process.