

International Teaching University of Management and Communication  
ALTERBRIDGE

Regulation for Master's

Reviewed by Academic Board, Minutes #2, 05/03/19

Approved by the Rector's order #b/1-01/08 of 07/03/2019

### Article 1. General Provisions

- 1.1. This regulation defines the rule of conducting of the Master Program(s) at the International Teaching University of Management and Communication (hereinafter – “Teaching University”).
- 1.2. Master’s program as an educational program of the second cycle of academic higher education aims at preparing of qualified specialists through educational, scientific research and practical components.
- 1.3. Graduates of the Master’s educational program shall be awarded a Master's Degree in a particular field, subfield / specialization.

### Article 2. The right to study in Master’s program

- 2.1. A person having a bachelor or equivalent academic degree has the right to study in the master's program based on the requirements established by the legislation.
- 2.2. The right to study in the master's program of the university may be granted to graduate of the foreign university in accordance with Georgian legislation on higher education.

### Article 3. Rule of Admission to Master’s Program

- 3.1. Candidate shall pass Unified Master’s Examination conducted by The National Examinations Center and internal exams specified by the Teaching University (See samples in annex1 for topics of internal university entrance exams in specialty for Master's and annex2 for English Language Test B2 ).
- 3.2. Admission to the University's Master’s Programs shall be conducted through the competition announced in advance. Candidates for Master's Degree shall submit the application to Admissions Commission written on the name of the Rector and the following documents:
  - a. A copy of ID card or passport;
  - b. A certified copy of a Bachelor’s or equivalent diploma;
  - c. The original copy of certificate confirming passing of Unified Master’s Examinations from the National Assessment and Examinations Center (in case of existence of such), or the extract of points from website of the National Examinations Center ([www.naec.ge](http://www.naec.ge) ) obtained in the Unified Master’s Examinations by the candidate for Master's Degree
  - d. One letter of recommendation;

- f. A copy of a certificate of registry or a military ticket (for persons with military duty);
  - g. A certificate confirming recognition by the National Center for Educational Quality Enhancement in case of Education received in the foreign Country;
- 3.3. In case of submitting the document incompletely the application of the candidate for Master's Degree is considered to be cancelled.
- 3.4. The enrollment in the master's degree is confirmed by the individual administrative-legal act of the rector of the University, which shall be posted on the Teaching University's website.
- 3.5. Within 10 working days from the issuance of the order on enrollment in the master's program, an contract shall be signed with the candidate for Master's Degree, which reflects the rights and obligations of the Parties taking into consideration the tuition fees and other terms and conditions.

#### Article 4. Semestrial registration

- 4.1. Master's student participates in the educational process and performs research component in accordance with the semestrial registration.
- 4.2. The Master's student who has not passed semester registration in time shall be stopped status of student and the right to obtain credits in this semester.
- 4.3 The request for ancellation of semestrial registration or replacement of selected subject is allowed within two weeks after the start of the educational process. After the expiry of the mentioned term, Master's student loses the right to return the amount paid and / or use it in the next semester.

#### Article 5. Master's program features and coordinator(s)

- 5.1. Master's Program and the coordinator (co-manager) shall be approved by the University Academic Board based on the Rector's positive conclusion.
- 5.2. The master's program should be accompanied by a syllabi of courses semestrially determined with the educational course.
- 5.3. The following persons shall have the right to participate in the program: a) Professor / Associate Professor of the Teaching University; B) invited lecturer with the qualification provided by the program;

5.4. The master program manager (co-manager) ensures monitoring of the Master's program, educational and research components, cooperation with partner organizations, and protection of students' interests.

5.5. The master program coordinator shall ensure the implementation of the presented master program: establish structural elements, determine the sequence of subjects to be taught, recruit master's program with personnel, ensure the implementation of practical and research component, etc. The coordinator is responsible for the correctness of the information provided in the program.

## Article 6. Master's program volume

6.1. The Master's Program consists of 2 academic years and includes 120 ECTS credits that are normally semesterly distributed in the amount of 30 credits, accordingly, the standardly learning period continues during 4 semesters. In addition to learning and practical components, the master's student shall be required to prepare and defend the Master's thesis publicly in order to complete the program.

6.2. 30 credits envisaged for the 4th semester are fully devoted to the work on Master's thesis.

6.3. Master's Program Research Component is a compulsory part of the Master's education, which enables the master's student ability to conduct the research independently in the sphere of chosen field, publicly present the results achieved and reasonable discussion.

6.4. Assessment form and criteria of study components are reflected in the syllabus of the relevant course.

6.5. In case of failing to pass all the components during the standard learning period, the Master's student is entitled to continue further studies within a period of not more than 6 semesters. The amount of tuition fees for each such semester is determined based on the number of credits to be obtained in the semester in accordance with the annual tuition fee for that educational program.

6.6. During additional year / semester the Master's student retains the status of student.

## Article 7. Practice

7.1 Master's student is obliged to undergo a practice in the partner institution or locally at university.

7.2 Master's student who is employed in the respective direction of the study profile, are entitled to undergo the course oriented practical component based on the consent of the Teaching University.

7.3 In accordance with the educational program, the student's practical training is conducted in the local structural unit and aims at making use of professional theoretical knowledge in practice among the students and developing other transferable skills taking into account market demands.

## Article 8. Assessment of Practice

8.1. The practical component is evaluated by a 100-point system. The mentor on pre-selected practice object evaluates the student within 60 points. The student is obliged to make a presentation (final assessment) about the performed activity before the Commission, which is evaluated by 40 points. (See annex3)

8.2. At the presentation stage the student is admitted if the minimum competence limit is crossed that is determined the syllabus of the component.

8.3. The minimum level of competence defined by the syllabus is valid for the final presentation stage; Otherwise, the component component is evaluated with "F" and the master's student is obliged to retake the component.

Practice is evaluated in two stages: midterm and final evaluation.

In the **midterm evaluation** of the practice, the student must collect maximum **60 points** and it envisage 2 stages and components:

**A) Activity-maximum 40 points**

**B) Conducting practice diary - maximum 20 points**

**Activity means:**

a) Student attendance / participation in practical training, during which the student's activity is examined on the practice object. The level of knowledge and performance of the practical work / activity, the level of activity, the efficient use of time management of the work, the speed of decision making, the questions on the object and the adequacy of answers, ability to link acquired theoretical knowledge with the practical experience, communication skill, logical and consistent reasoning skill. During one week the student's activity is assessed with a maximum of 10 points, minimum 0 point 4 times.: **10X4 points=40 points.**

**The weekly activity assessment criteria are:**

**10-8 points:** The student is excellently prepared, fluently knows material specified in practice syllabus, knowledge and performance level of practical work / activity is high, activity level is high, the level of efficient use of time management of the work is maximum, s/he is able to make a decision fast, questions asked about object and answer are adequate, s/he has ability to connect the acquired theoretical knowledge with practical experience, freely demonstrates communication skills, fully demonstrates logically and consistently reasoning skill. s/he is able to do the analysis of PR strategy, elaborate PR plan, communicate with interested parties, high-level situational analysis.

**7-5 points:** The student is well-prepared, knows material specified in practice syllabus well, knowledge and performance level of practical work / activity is normal, activity level is good, the level of efficient use of time management of the work is good, s/he is able to make a decision fast, questions asked about object and answer are adequate, demonstrates ability to connect the acquired theoretical knowledge with practical experience, demonstrates communication skills, demonstrates logically and consistently reasoning skill well. s/he is able to do the analysis of PR strategy, elaborate PR plan, communicate with interested parties, middle-level situational analysis.

**4-3 points:**

The student is averagely prepared, knows material specified in practice syllabus satisfyingly, knowledge and performance level of practical work / activity is low, activity level is low, the level of efficient use of time management of the work is less than middle, s/he is not able to make a decision fast, questions asked about object and answer are less adequate, ability to connect the acquired theoretical knowledge with practical experience is weak, demonstrates communication skills, s/he has no logically and consistently reasoning skill. s/he is able to do the analysis of PR strategy on middle level, but lacks argumentation.

**2-1 points-** student is not prepared, does not know material specified in practice syllabus, knowledge and performance level of practical work / activity is very low, the level of use of time management of the work is not efficient, s/he is not able to make a decision fast, questions asked about object and answer are not adequate, s/he has no ability to connect the acquired theoretical knowledge with practical experience, does not demonstrate communication skills, s/he has no logically and consistently reasoning skill. s/he is not able to do the analysis of PR strategy elaborate PR plan, communicate with interested parties or do situational analysis.

**0 points-** The student cannot / did not perform practical work and was not active.

### Midterm exam

b) Conducting practice diary - maximum 20 points. Conducting student's diary during the practice shall be evaluated 4 times in total, one assessment equals to 5 points: **5X4=20 points.**

Practice diary evaluation criteria are:

**5 points** - The task given in the diary is done correctly and fully. The student was able to define the correct way to perform the task, revealed the ability of fully using acquired knowledge and skills, the skill to consider information linked with performance of the task and ability to reason.

**4 points** - The task given in the diary is done correctly. The student was able to define the correct way to perform the task, but was not able to reveal the ability of fully using acquired knowledge and skills.

**3 points** - The task given in the diary is done correctly. The level of knowledge of normative material is satisfying, student was able to start performing the task the correctly, but it was difficult for him/her to determine the consistent stages of fulfillment of the task, made non-substantial mistake / mistakes, however, s/he performed assigned task.

**2 points** - Only a small part of the task given in the diary is done, the level of knowledge of the studied material is low, the student was able to start performing the task correctly but performed only a small part because s/he made substantial mistakes in determining the way of performing the task and failed to finish the work.

**1 points** - The task given in the diary is started, but at the outset, the student has made substantial mistakes that would exclude further work on the assignment and execution of task. S/he needs more work. The level of knowledge of the studied material is very low.

**0 point** - The task given in the diary is not done/ The level of knowledge of the studied material is not satisfying.

**2. Final evaluation of the practice /exam/ (maximum 40 points)**, demonstrates the competence acquired during the practice period and envisages the public defense of the practice report. It consists of the following components:

**2.1. Assessment of the practice report - maximum 20 points;**

**2.2. Presentation of the practice repor - maximum 20 points.**

**A) Assessment of the practice report consists of 4 components:**

1. Decoration and resume that reflects goals and outcomes of the practice – maximum 5 points:

1.1. The practice report is correctly decorated and the conclusions presented in the resume directly illustrate the goals and outcomes of the practice – 5-4 points;

1.2. The practice report is correctly formed and the conclusions presented in the resume partially illustrate the goals and outcomes of the practice – 3-2 points;

1.3. The major part of practice report is not correctly formed and the conclusions presented in the resume do not illustrate the goals and outcomes of the practice – 1 point.

1.4. Practice report does not have a resume, most of it is not formed– 0 point.

2. Practice object description that creates a clear presentation on the the practice object – maximum 5 points:

2.1. Practice object is fully described and creates a clear presentation on the the practice object– 5-4 points;

2.2. Practice object is partially described and creates a approximate presentation on the the practice object – 3-2 points;

2.3. The description of the practice object is presented schematically, by 1-2 phrases that does not create any idea on the practice object –1 point.

2.4. The student failed to describe the practice object – 0 point.

3. Analysis of the activity carried out in the practice process (how much practical activity is in compliance with the goals of professional practice, whether it develops professional competences) – maximum 5 points:

3.1. Analysis of the activity carried out in the practice process is in compliance with the goals of practice and fully develops professional competences – 5-4 points;

3.2. Analysis of the activity carried out in the practice process is partially in compliance with the goals of practice and partially develops professional competences – 3-2 points;

3.3. Analysis of the activity carried out in the practice process is minimally in compliance with the goals of practice and does not develop professional competences – 1 point.

3.4. Analysis of the activity carried out in practice process is not presented – 0 point.

4. Conclusions and recommendations – 5 points:

4.1. The Practice report clearly states the conclusions and correctly makes the recommendations - 5-4 points;

4.2. The Practice report partially states the conclusions and makes the recommendations - 3-2 points;

4.3. The practice report contains several conclusions and recommendations - 1 point.

4.4. The practice report does not contain any conclusions and recommendations - 0 point.

**B) The Practice Report presentation consists of the following 5 components:**

**1. Introduction: maximum 4 points**

3-4 points - Effective, non-typical, catches the audience's attention;

2 points – it is presented in an interesting way;

1 point – does not try to make audience interested;

0 point – typical and not interesting.

**2. Argumentation: maximum 4 points**

3-4 points - Arguments are many and they are convincing, strengthened with factual material;

2 points - has arguments but lacks strengthening with the factual material;

1 point - Argumentation is few and unconvincing;

0 point - has incorrectly argued or has no arguments.

**3. Conclusions: maximum 4 points**

3-4 points - Logical and perfect, well-formed and organized;

2 points - Logical and well-formed;

1 point - Conclusions are faulty and illogical;

0 point - wrong conclusions or does not have any.

**4. Contact with audience: maximum 4 points**

3-4 points – has communication ability, adequately reacts to the audience reaction;

2 points - Feel the audience and mostly makes contact;

1 point - Periodically trying to make contact;

0 point - Can not establish contact, speaks inconsistently.

**5. Use of visuals: maximum 4 points**

3-4 points - uses the latest technologies;

2 points - uses only diagrams and tables;

1 points - uses scarcely;

0 points – incorrectly uses /does not use.

**Chapter II****Rule of planning, implementation and assessment of scientific-research component****Article 9. Selecting the topic of master's thesis and supervising**

9.1. The Master's thesis / project is selected by student in agreement with the supervisor at the beginning of the third semester. The title of the Master's thesis and supervisor shall be registered by the master's program manager.

9.2 With a reasoned joint request of master's student and scientific supervisor, no later than one semester before the defending the master's thesis it is allowed to change the topic of master's thesis. In such case the student is obliged to repeat the necessary procedures for registration of the Master's Thesis.

9.3. The supervisor of the Master's project/thesis may be a person with a Doctor or equivalent degree in any relevant field / subfield/academic personnel of the Teaching University except doctoral student. In case of interdisciplinary research, the co-supervisor may be registered on one master thesis.

9.4. If the scientific supervisor refuses to give supervisorship, he/she is obliged to notify the Dean of the School's immediately to make it possible to replace him/her.

9.5. Master's student has the right to change the scientific supervisor of the master's thesis semester one semester in advance prior to its defence.

9.6. The scientific supervisor (co-supervisor) is obliged to guide the master's student in elaborating plan and finding the bibliography, step by step review the working process of work performed, express the comments and assist the author in his / her to correct direction in case of conducting research incorrectly; After completion of the work, submit a written opinion(annex4) which should include:

- a)The title of thesis;
- b)The identity of the author;
- c) a brief overview of the work;
- d)Indication on the strengths and weaknesses of the work by stating relevant comments and recommendations;
- e)opinion about admitting or not admitting the paper on defense stage.

The Supervisor's refusal is permissible based on reasonably substantiated statement submitted to the master program manager no later than one month after approving the topic.

#### **Article 10. Master's thesis**

10.1. Master's thesis is an independent research results of which are reflected in the master's thesis written in appropriate form.

10.2. While defending the thesis, the master's student shall present the work done by him/her and demonstrate the ability to participate in the discussion.

10.3. Master's thesis shall be performed in Georgian language according to the established form and rules.

10.4. The volume, format, style and other technical data of the Master's Thesis are determined by this Regulation as an annex (annex 5).

#### **Article 11. Submitting of Master's Thesis**

11.1. Master's student shall submit the 3 printed/binded copies of Master's thesis and its electronic version (in PDF format). The Master's Thesis shall be submitted with attached documents 2 months prior to the defense.

11.2. The submitted Master's thesis shall be accompanied by a written opinion of the scientific-supervisor.

## Article 12. Master's thesis review

12.1 The manager of the program in agreement with the Dean shall select a reviewer within a month after the submission, who, in turn, is obliged to get read the thesis and present the opinion within 2 weeks after delivery of the work. (see annex 6)

12.2. The review shall include:

- a. The title of thesis;
- b. Actuality of the Masters topic;
- c. Scientific level of research and methods used;
- d. The quality of decoration of master's thesis;
- e. opinion about admitting or not admitting the paper on defense stage.

12.3. The review shall be confirmed by the reviewer's signature.

12.4 If the reviewer can not submit a review due to objective circumstances (accident, illness, etc.), the school dean shall appoint a new reviewer nominated by the manager of the Master's and Doctoral Educational Program.

## Article 13. The Commission

13.1. The public defense date and the composition of the Commission shall be approved by the School Board.

13.2. The Commission is composed of at least 3 member having Doctor or its equivalent academic degree in appropriate field / sub-field of Science of the Master's Program who is not the supervisor of the master's thesis or reviewer.

13.3. The Commission assesses the paper and its presentation using special assessment criteria (annex 7).

13.4. Attendance of the supervisor is voluntary.

## Article 14. Public Defense

14.1. Master's degree will be presented the topic's actuality, review of research results and relevant recommendation on public defense.

14.2. Duration of public defense shall not be more than 20 minutes for each master's thesis.

14.3. The audience and the commission members are given 10 minutes for questions and comments.

14.4. For a student abroad, a presentation of the thesis may be held remotely (by any means of communication, which gives the opportunity to receive voice and image in the live mode) based on the decision of the School Board.

### Article 15. Assessment of master's thesis

15.1. The master's thesis is evaluated in a one-time assessment by the Commission within 100 points. The Collegium makes a decision at a closed, final session. The assessment obtained on the defense is calculated by the average arithmetic of grades written by the collegium members. Assessment criteria (see in annex #2 and 3).

15.2. The master's thesis is positively evaluated if it gets at least 51 points out of 100 points.

15.3. If a student is not able to receive a minimum score of 60 points with the master's thesis and one-time assessment of its defense, but his assessment is within 41-50 points, the master's student shall be entitled to process scientific-research component and submit it during the next semester, and if the student's assessment will be 0-40 points - "F", the master's student shall lose the right to present the same work. In this case he/she is obliged to undertake this component in accordance with the established rule.

15.4. The assessment of master's thesis is not subject to appeal.

15.5. The minutes aboutcourse and final results of the defense of the master's thesis shall be drawn up, that is signed by all members of the Commission. The minutes of the Master's Thesis defense shall be kept in the Master's student's personal records.

Maximum 100 points for master's project / thesis evaluation shall be distributed among the following criteria:

**1. The master's project / thesis shall be assessed by the reviewer**

- Formal side of the work
- Actuality of Master's topic, Goals and objectives
- *knowledge of factual material, consistency of telling, argumentation*
- The scientific level or research and the methods used

The reviewer gives the recommendation whether the student should be allowed to defence the thesis or not, based on evaluation description.

**Evaluation criteria:**

**2. The Master's Project/Thesis is evaluated by defense commission (maximum 100 points)**

*Assessment components*

**maximum points**

1	<i>-Language of the work, style and decoration</i>	<b>max. 10 points</b>
2	<i>Determination of goals and objectives</i>	<b>max. 20 points</b>
3	<i>knowledge of factual material, consistency of telling, argumentation</i>	<b>max. 20 points</b>
4	<i>Quality of scientific research (research method, logicity, novelty)</i>	<b>max. 30 points</b>
5	<i>Presentation</i>	<b>max. 20 points</b>

Assesment criteria:

**1. Language of the work, style and decoration - maximum 10 points:**

- ♦ 1.1 The technical, stylistic and grammatical side of the work is observed and all requirements are protected - **maximum 10-8 points;**
- ♦ 1.2. The technical side of the work is partially unregulated, no technical parameters are protected, some stylistic and grammatical mistakes are observed - **maximum 7-5 points;**
- ♦ 1.3 The technical side of the work is inadequate, there is a great amount of stylistic and grammatical mistakes - **maximum 4-3 points;**
- ♦ 1.4. The technical side of the work is inadequate, and the stylistic and grammatical mistakes are observed in the whole text - **maximum 2-1 points;**
- ♦ 1.5. The work is not technically, stylistically and grammatically adequate o - 0 point.

**2. Determination of goals and objectives -20 points**

- \_ 2.1 The work has goals and research objectives that are clearly defined 20-15 **points;**
- \_ 2.2. The work has goals and research objectives that are plainly established 14-9 **points;**
- \_ 2.3. The goals of the work are determined, but the research objectives do not fully reflect the actuality of the topic. 8-3 **points;**
- \_ 2. 4. The goals of the work and research objectives are vague -2-1 **points;**
- \_ 2.5. The goals of the work are not presented or it is incompatible with the work topic in whole and does not correspond to the goals -0 **point.**

***3. knowledge of factual material, consistency of telling, argumentation -20 points***

- ♦ a.a) The student has a thorough knowledge of factual material - **20-16 points**;
- ♦ 3.1. The student has a good knowledge of factual material -**15-11 points**;
- ♦ 3.2. The student has a knowledge of the most factual material -**10-7 points**;
- ♦ 3.3. The student does not have full knowledge of the factual material - **6-4 points**;
- ♦ 3.4. The student has a knowledge of the factual material, but cannot present its substance -**3-1 points**;
- ♦ 3.5. The student does not know the factual material at all - 0 point.

***4 . Quality of scientific research (research method, logicity, novelty) -maximum 30 points:***

- ♦ 4.1 The student has developed research and analysis skills in the course of the work, the thesis is characterized by scientific novelty and actuality and / or practical value - 30-25 points;
- 4.2. Student has developed research and analysis skills in the course of the work, but requires supervising by the supervisor, the thesis is characterized by scientific novelty and actuality and / or practical value - **24-19 points**;
- 4.3. Student has no research skills, but s/he demonstrates the ability to analyze, the thesis is characterized by scientific novelty and / or practical value partially - **18-13 points**;
- 4.5. Student has partial research and analysis skills, the thesis is not characterized by scientific novelty or any practical value - **12-7 points**;
- 4.6. Student has poorly developed or has no ability to research at all, demonstrates ability to analyze weakly or fragmentably, the thesis lacks scientific novelty / practical value - **6-1 points**;
- ♦ • 4.7. Student has no ability to research or analyze, the thesis has no scientific novelty / practical value

***5.Presentation -20 points***

**5.1 Compatibility of Master's Thesis with the goals - maximum 6 points:**

- ♦ a. The presentation has goals, conveys important and interesting information on the topic presented - **6-4 points**;
- ♦ b Some important and substantial issues to be discussed are missing in the presentation topic- **3-2 points**;
- ♦ c Most part of the presentation topic does not meet the presentation goals - **1 point**;
- ♦ d presentation is not submitted at all – **0 point**.

### **5.2 The contents of the presentation, use of sources- maximum 6 points:**

- ♦ a) Presentation has full data, a large number of different sources are used, discussion are reasoned and argued. The opinions are clearly presented - **6-4 points**;
- ♦ b) The discussion is reasoned, but the significant part of the arguments is inconsistent - **3-2 points**;
- ♦ c) The discussion is partly reasoned, but the significant part of the arguments is inconsistent, illogical - **1 point**;
- ♦ d) The student can not make sense, can not convey the contents of the work - 0 point.

### **5.3 Presentation design (decoration) - maximum 4 points:**

- ♦ a) All the clauses of decoration are observed, the presentation wallpaper is well perceived, slides are relevant to the presentation topic, different means are used in the slideshow: animations, pictures and other objects -**4-3 points**; –
- ♦ b) No title is decorated, no paragraphs are correctly specified, slides and other means of decorations are not used - **2-1 points**.
- ♦ c) technical and visual side are not ordered, no visuals are presented - 0 point.

### **5.4 Presentation technology / contact with the audience - maximum 4 points:**

- a) contact is established with the audience and it is effective, speech is correct, good and interesting, the audience's reaction is adequate -**4-3 points**;
- b) The contact with the audience is weak, sometimes uninteresting, no problems are arisen, the audience is experiencing difficulty in the process of perceiving presenter and presentation - **2-1 points**;
- c) Presentation technology / contact with the audience can not be done by the student - 0 point

### **Article 16. Granting Master's academic degree**

16.1. The student, by the decision of the School Board, is awarded Master's academic degree if the master's thesis is evaluated at no less than 51 points;

16.2. The diploma of standard form is issued as certificate of completing the master's program for which students are required to have performed all the terms and conditions set out in agreement concluded with the Teaching University including financial obligations;

16.3. After completing the educational program, the cumulative GPA will be calculated for determining the category of the graduates' diploma. The diploma with honors will be awarded - when the GPA 3.7 and more level of the competence is confirmed. For the purpose of changing the diploma category, the student may use the right to retake and make-up the subject.

16.4. The diploma and its attachment shall be concluded in accordance with the proceedings set forth in the university.

**Topics internal university entrance exams in specialty for Master's**

**Introduction to public relations**

**The exam will be conducted in form of a written test**

**There will be 4 open questions in one ticket, each one will be evaluated by 20 points (4x20 = 80), minimum competence level is 50% -40 points.**

**(The duration of the exam is 2 hours)**

**Assessment criteria of one topic are the following:**

**20-15 points:** The answer is complete, exact and exhaustive; Terminology is observed. The student has a comprehensive knowledge of the material, deeply and thoroughly knows learning literature.

**14-10 points:** The answer is correct but short; Terminologically arranged; There is no substantial mistake; The student knows studied material well.

**9-4 points:** The answer is incomplete; The student partially knows material; there are significant mistakes; Terminology is faulty.

**3-1 points:** The answer is incomplete; The student lacks the knowledge of the material, there are significant mistakes; Terminology is not observed.

**0 point:** The answer is fragmental, it is substantially wrong; Terminology is not used or it is improper. / Or the answer is not given at all.

1. Introduction to public relations

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

2. Career in the field of public relations

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

3. Public relations department, firms and freelancers

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

4. Role of PR in business

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

5. The role of PR in the activities of NGOs

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

6. Public Relations in Government

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

7. Crisis situations management as an integral part of PR activity

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin, p. 42-64

8. Research and Planning

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ “Campaigns that Shook the World: The Evolution of Public Relations”, Danny Rogers
- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

9. Communication and Assessment

**Basic Literature:**

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

**Auxiliary literature:**

- ♦ “Campaigns that Shook the World: The Evolution of Public Relations”, Danny Rogers
- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

## 10. Introduction in relations with media

### Basic Literature:

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

### Auxiliary literature:

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

## 11. Instruments for relations with media

### Basic Literature:

- ♦ “Public Relation, Strategy and tactics“, Dennis L. Wilcox, Glen T. Cameron

### Auxiliary literature:

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Advertising and Promotion”, An Integrated Marketing Communications Perspective, George I. Belch, Michael E. Belch
- ♦ Book in English: Think Public Relations, 2nd Edition, Wilcox, Cameron, Reber,Shin
- ♦ Book in English: Effective Public Relations, Ninth Edition, Scott Cutlip, Allen Center and Glen Broom

## 12. PR campaigns

### Basic Literature:

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,

### Auxiliary literature:

- ♦ PR For Dummies“, Success Library, Blue Ocean Series Eric Yaverbaum, Robert Bly, Ilise Benun,
- ♦ “Campaigns that Shook the World: The Evolution of Public Relations”, Danny Rogers



1. **Although the family were poor**
  - A they got on well with each other
  - B they quickly became famous
  - C things had once been better
  - D they were able to make ends meet
2. **His mother's career ended when**
  - A she began to drink too much
  - B she went mad
  - C her husband left her
  - D she became too old
3. **What he liked most about the theatre was**
  - A that it helped him to forget his problems
  - B the money he earned
  - C the applause of the audience
  - D that his family worked there
4. **In what way did his early life affect his work in cinema?**
  - A He wanted to make people laugh
  - B He made a film about his mother
  - C He showed the life of the poor
  - D He wanted his films to make money
5. **The drunken man is funny because**
  - A he behaves seriously
  - B he behaves as if he is sober
  - C he talks in a drunken manner
  - D he keeps falling down
6. **His films can be described as**
  - A just entertainment
  - B political and romantic
  - C love stories
  - D serious and comic
7. **What was he like as a director?**
  - A He was difficult to please.
  - B He was keen to please everyone.
  - C He was anxious to finish.
  - D He was never satisfied with his work.

<b>POINTS</b> <b>14</b>	
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## Part 2

You are going to read a magazine article. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap **(8-14)**. There is one extra sentence which you do not need to use. There is an example at the beginning **(0)**. **(2 points for each question)**

### Handle with care

*After recent news stories of drug-taking amongst teenage models in the care of their model agencies, the catwalk world has once again come under public scrutiny. Jess Hallett used to be a booker, taking bookings for models, organizing their itineraries and generally running their lives. She talks about what she had to do in order to protect her girls.*

While bad behavior in the modeling world evidently exists, there are many people in the fashion industry who work very hard to try and make sure it doesn't. With all my experience I should **(0 ....I....)** I left because I didn't have the energy to be a kind of substitute mother to yet another beautiful teenager. Bookers care for and protect these young models to such a point that they are often too tired at the end of the day even to go home.

We did all kinds of things for our girls. **(8 .....**) Sometimes we had to talk to them and cheer them up even when they did get the job they wanted; such as the cover of Italian 'Vogue' or the Chanel show in Paris. They were terrified they were going to do it badly and the booker would reassure them and tell them they looked fantastic.

Trend of using girls as young as 14 or 15 means a lot of responsibility. The consequences of not taking good care of them are too huge for any agency to consider. **(9 .....**) Backstage at any show in New York, Paris or Milan, you see bookers from all over the world, there to support their girls and make sure that another agency doesn't try to attract them with a better contract.

**(10 .....**) I'll never forget the time when Charles de Gaulle airport was closed down because of a strike and Kate Moss had to get to Paris for a very important job. The Channel Tunnel hadn't been built then, so I flew with her to Brussels with the idea of getting the train from there. **(11 .....**) The whole journey took 12 hours, but with a studio full of people waiting for her at the other end, we had no choice.

One danger we had to protect models from was their parents **(12 .....**) It was quite clear that she was humiliated by his behavior and wasn't at all interested in being a model.

There were some parents who would let their daughter go alone to fashion shoots if it meant fame and fortune. **(13 .....**) At the model agency where I worked, parents were usually encouraged to get involved in their daughters' careers and travelled with them wherever they could.

The fact is that the majority of girls love the lifestyle. **(14 .....**) The Russian model Lida Egorova told me recently how happy she was, working with creative and talented people. She was wealthy and living in Paris, and the night before she had met Madonna at a party. What more could any girl want?

- A** One father insisted that his daughter was better-looking than anyone in ‘Vogue’ and complained about me to my boss because I wouldn’t employ her.
- B** If you don’t look after them properly, then someone else will.
- C** Others never allowed them to go anywhere unaccompanied.
- D** Whether it was because they were having a hard time at school, had split up with their boyfriend, or hadn’t got a job they really wanted, their booker was the one they talked to.
- E** And considering how many of them there are nowadays, you don’t hear many complaints.
- F** However, it seemed that the rest of Europe had the same idea, so we had to persuade a taxi driver to take us all the way to Paris.
- G** She said she was having a wonderful time and couldn’t imagine doing any other job.
- H** Models tend to travel a lot and whenever necessary a booker will accompany them on a trip.
- I** I spent almost ten years as a booker and became emotionally involved with almost every girl in my care.

<b>POINTS</b> <b>14</b>	
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**Part 3** For questions **14-25** choose from **(A-D)** people who describe their experience with natural disasters. The people may be chosen more than once.  
There is an example at the beginning **(0)**. **(1 point for each question)**

**Which of the people suggest the following?**

I was impressed with how people reacted. 

<b>0</b>	<b>C</b>
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Preparations were made for the disaster. 

<b>15</b>	
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I didn't think it could happen here. 

<b>16</b>	
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We didn't think we would be in any danger. 

<b>17</b>		<b>18</b>	
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The experience had a long-lasting effect on me. 

<b>19</b>	
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Disaster had struck in the same place before. 

<b>20</b>	
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I tried unsuccessfully to see it happening. 

<b>21</b>	
-----------	--

We had no electricity. 

<b>22</b>		<b>23</b>	
-----------	--	-----------	--

We had a very narrow escape. 

<b>24</b>	
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It has not affected my feelings for the place. 

<b>25</b>	
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We had to hide our real feelings. 

<b>26</b>	
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<b>POINTS</b> <b>12</b>	
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## LUCKY TO BE ALIVE

**A**

***David Crossland, 50, was on holiday with his wife, Louise, in the Bahamas when the giant Hurricane Floyd hit New Providence Island***

‘We were on holiday on Province Island last year when Hurricane George was due to hit, but it changed direction. So this year, when Hurricane Floyd was heading towards us, Louise and I were convinced it would change course. But a week into our holiday the island was in the direct path of the hurricane and the hotel staff feared the worst. All of the ground-floor windows and balcony doors in the hotel were boarded up. At one point I tried to open the balcony doors in our bedroom to catch a glimpse of the hurricane but the winds were so strong I couldn’t move it. All we could do was lie in our bed in the candlelight and wait. When the all clear was given at 2 pm we were able to go out and see the devastation. It was shocking. There were parts of houses, trees and debris everywhere and a tidal wave had destroyed many homes on the island. Such a shame for the island, but hurricane could never put us off going back there.’

**B**

***When Pat Beddows reached 40, she set herself a mountainous challenge in the Himalayas. During the Trek disaster struck.***

‘I set off in a group of 20 from Gangorti, a village at 4,000 metres in the foothills of the Himalayas. As we sat having lunch, we watched huge chunks of ice break away from a glacier, then fall into the water. Unaware of the risk we were taking we climbed down into the glacier to take a closer look. Suddenly, I heard a thundering noise and our guide started screaming: ‘Run! Run! Climb up!’ A tidal wave of water and ice was heading straight for us and we scrambled up the rocky slopes to safety. Chunks of ice the size of cars were being thrown into the air barely five metres away. If the guide hadn’t shouted at us to get out of the way, the consequences would have been tragic. When we got to camp we were told that, three years earlier, 16 people had died there in a similar incident. I realized how lucky we all were and I burst into tears.’

**C**

***Teacher Caroline Casterton, 25 was visiting friends in Istanbul when an earthquake struck.***

‘I was fast asleep in my friends’ apartment when the tremor shook. At first it was total confusion. There was a power cut so it was a pitch black and everything inside the building was shaking and moving. It lasted only 45 seconds but it felt like an eternity. It was absolutely terrifying. For the next four days and nights. I slept on the streets with thousands of others and the scale of the devastation gradually began to sink in. Yet out of the chaos there was the most incredible sense of camaraderie. Everyone seemed so united and I witnessed so much courage and kindness. Since that day I have taken far less for granted and I really do feel life is for living in the present. Now I’m teaching the pupils at my school to be far more aware of the misfortunes of other people.’

**D**

***Doug Glenwright, 33, was sitting in his front room in Birmingham, England, when he had the shock of his life.***

‘Last week we were watching on the television how tornadoes wrecked Oklahoma, where you’d expect to see them. Then suddenly last night one of them came down our street. The first I became aware of it was when I saw a dustbin bag come up from the street and fly past the window like a kite. Then branches of trees and all sorts of other debris were pulled up into the air. Telephone lines were knocked down by the hurricane-force winds and the heavy rain caused four feet of flood water in some people’s kitchens. Naturally my wife and I were both nervous, but we couldn’t let the children see so we laughed and joked our way through it. We didn’t think it was very funny, though, when we saw the massive hole it had made in our roof.’

## USE OF ENGLISH

### Part 1

#### Questions 1-10

Read the text below and decide which answer **A, B, C or D** best fits each space.  
There is an example given at the beginning **(0)**. (1 point for each question)

### *Studying English abroad*

(0)...**A**.. as more English is being taught in (1)..... schools worldwide, so there are a growing number of language schools in English-speaking countries that are (2)..... courses for younger learners. In Britain, most young learners' courses are (3) ..... to 11-year-olds and upwards, with a few that cater for children as young as seven. But what is a (4) ..... age to start sending children abroad to study? After all, even adult learners find the experience of travelling to a strange country and encountering people who speak a barely (5) ..... language challenging.

A great deal depends on how a child has been (6) ..... up. For example, if they have been exposed to new things and have already started to learn independence, then they are (7)..... to enjoy the experience. (8) ..... , children who have previously travelled abroad with their parents will be well prepared to undertake a study (9)..... in an English-speaking country on their (10)..... Getting used to the idea that other countries have different customs and cultures is an important stage in the process of learning a foreign language.

0. A <u>Just</u>	B Same	C Even	D Only
1. A initial	B early	C primary	D young
2. A granting	B offering	C setting	D studying
3. A open	B fit	C suit	D access
4. A beginning	B first	C usual	D sensible
5. A comprehensible	B comprehensive	C understanding	D misunderstood
6. A turned	B brought	C put	D grown
7. A about	B easily	C possibly	D likely
8. A More of	B On the other hand	C In addition	D Further on
9. A travel	B trip	C journey	D voyage
10. A own	B self	C alone	D lonely

**POINTS**  
**10**

## Part 2

For questions **11-20**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning **(0)**.  
**( 1 point for each question).**

You've searched **(0) all** over the house but you still can't find your keys and you're late. **(11)** ..... this sounds familiar, follow this advice to make sure it never happens again. Stop and think about where to start looking. Don't start searching **(12)**..... any idea of where the lost item could **(13)** .....

"Lost items are often in the place they should be. Have a look in the place where it's supposed to be first. Someone might **(14)** ..... put it away for you.

Relax and take another look. When you're in **(15)** ..... agitated state of mind, it's quite possible to see the item you've lost but **(16)** ..... notice it. Take a deep breath and look properly.

Look under everything. The item you're looking for could be hidden from view - it may be under a newspaper **(17)** ..... it may have fallen off the table. Check carefully in, under, on and beside the place where the object is usually kept.

Retrace your steps. Take a few moments **(18)**..... think about when and where you last had the item. Go back to that place and search it thoroughly.

Ask for a little help. Check that **(19)** ..... else hasn't taken it. You'll **(20)** ..... yourself valuable time and lots of effort searching when something isn't really lost, but has been "borrowed".

<b>POINTS</b> <b>10</b>	
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**Part 3**

For Questions **21- 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given..**

**Example:** It was the most relaxing holiday I ever had.  
**such**  
 I have never (0) “had such a relaxing” holiday.

21. Your brakes are faulty.  
**wrong**  
 There's ..... brakes.
22. My relationship with Jerry is none of your business..  
**nothing**  
 My relationship with Jerry ..... you.
23. I got soaking wet because I forgot to take my umbrella with me.  
**remembered**  
 If .....my umbrella, I wouldn't have got soaking wet.
24. 'Did you buy a bandage, Roy?' asked Graham.  
**he**  
 Graham asked ..... a bandage.
25. 'I'm sorry I'm late,' said Adrian.  
**apologized**  
 Adrian..... late.
26. 'I find all the advertisements on TV really irritating,' said John.  
**nerves**  
 'All the advertisements on TV really ..... ,' said John.
27. Jane regretted selling her cottage house.  
**wished**  
 Jane ..... her cottage house.
28. It isn't easy for Daniel to get up before the sun rises.  
**difficulty**  
 Daniel ..... up before the sun rises.
29. David doesn't run as fast as James.  
**runner**  
 James is ..... than David.
30. Experts think that polar ice caps are melting.  
**thought**  
 The polar ice caps ..... melting.

<b>POINTS</b>	
<b>10</b>	

**Part 4**

**Word Formation**

For questions **31 – 40** read the text below. Use the word given in capitals at the end of each line to form a word that fits in the same line. There is an example at the beginning **(0)**.  
**( 1 point for each question )**.

**A MEMO FROM THE MANAGING DIRECTOR**

There' s nothing to match the **(0) warmth** and cosiness of **WARM**  
 a genuine log- fire. The luxury and sheer **(31) .....** of setting **RELAX**  
 back and watching the progress of fire and flame is almost  
**(32) .....** . A log- fire appeals to all the senses. **BELIEVE**  
 Yes, you can **(33) .....** taste and smell the **ACTUAL**  
**(34) .....** of newly cut timber – and then enjoy the **FRESH**  
 the sight and sound of the minor **(35) .....** as it **EXPLODE**  
 burns. Logs hiss for a while before they **(36) .....** burst in the **FINAL**  
 heat, so the moment of **(37) .....** comes as a climax after **DESTROY**  
 lots of suspense! All of this is very **(38) .....**, and the **DRAMA**  
 thing that makes it more **(39) .....** than ever is that one' s **ENJOY**  
 whole body is being bathed in tropical heat. It' s a **(40) .....** **MARVEL**  
 experience!

<b>POINTS</b>	
<b>10</b>	

**WRITING**

You **must** answer this question

You are looking for somewhere to live while studying away from home and you decide to reply to the advertisement shown below.

*When* .....?  
*In time for term* ..... ?  
*Noisy* .....?  
*Near College* ..... ?

**FLAT TO LET**

Shortly available – 2-room flat with shared facilities.

Central location, moderate rent. Please write for details.

*Shared bathroom and kitchen?*  
*But how much ?*  
*Is it furnished?*

Carefully read the advertisement and the notes you have made. Then write your letter to the flat owner, covering the points in your notes. Add any other relevant points.

Write a **letter** of between **120** and **180** words in an appropriate style. **Do not** write any **addresses**.

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**Annex 3**

School of Strategic Communication and Law  
Practice Defense Commission Assessment Form

Master's Program \_\_\_\_\_

Name and surname of the Student \_\_\_\_\_

№	Commission members	Practice Report Assessment – 20 points				Obtained assessment
		Decoration and resume that reflects goals and outcomes of the practice – maximum 5 points:	Practice object description that creates a clear presentation on the the practice object – maximum 5 points:	Analysis of the activity carried out in the practice process (how much practical activity is in compliance with the goals of professional practice, whether it develops	Concusions and recommendations – 5 points:	

				professional competences) – maximum 5 points:		
	<b>Total</b>					

№	Commission members	Practice Presentation – 20 points					Obtained assessment
		Introduction: maximum 4 points	Argumentation: maximum 4 points	Conclusions: maximum 4 points	Contact with audience: maximum 4 points	Use of visuals: maximum 4 points	
1							
2							
3							
4	In total						

Chair of the Commission \_\_\_\_\_

Commission Member \_\_\_\_\_

Commission Member \_\_\_\_\_

Secretary of the Commission \_\_\_\_\_

**Annex 4**

School of Strategic Communication and Law

Student's Name, Surname

Master's Thesis / Project

On the topic:

Submitted

Supervisor of the thesis

Professor

Tbilisi

## Annex 5

### Characteristics of Master's Thesis

#### 1.1. Constituent parts of the Master's Thesis

1. The necessary constituent parts of the Master's thesis are:

A. Formal part:

A.a. Title page;

A.b. Signatures' page;

A.c. Copyright page;



ALTERBRIDGE

A.d. Resume in Georgian and English;

A.e. Table of Contents

B. Substantial Part:

B.a. Introduction

B.b. main text

B.c. Conclusion.

C. Bibliography.

5.2 Additional parts of the Master's thesis are:

A. list of tables;

B. Annexes;

## 1.2. Formal part of master's thesis

1. The title page of the master's thesis (external cover) shall be in standard form. It must include the name of the Master's thesis, the name and surname of the author and the scientific supervisor, and the text "Master's thesis is submitted to be awarded with Master's degree in \_\_\_\_\_", "Teaching University" (Annex 1).

2. Master's Thesis signatures page (Page (II)) shall be in the standard form. All the copies of the submitted version of the paper must have original signatures on them. This page should include the following text: "Teaching University", "\_\_\_\_\_ school", "We, the undersigned, confirm that we have acquainted with the master's thesis performed by [Name, Surname] with the title: [title] and we recommend it to review it at the \_\_\_\_\_ School Board of the Teaching University for awarding academic degree of Master of \_\_\_\_\_", date. It shall be certified by the signatures of the scientific supervisor and all reviewers.

3. The Copyright page of the Master's thesis (page (III)) shall be in the standard form. The original standard version of the master's thesis should have the author's original signature. This page is intended to grant the Teaching University library the right of targeted disposal (dissemination for non-commercial educational purposes and referencing). This page should contain the text: "Teaching University", year of its submission in school board, the surname and name of the author, title of the thesis, school name, academic degree to be awarded, date of the meeting. It should also include the standard texts "the Teaching University is granted the right to copy and disseminate it for nonprofit

purposes in order to allow individual persons and institutes to get acquainted with the abovementioned thesis in case of request" and "the author retains the rest of the copyright related rights. The author asserts that copyrighted material used in the work is obtained through appropriate authorization (except for the small quotations requiring only specific reference in the literature references as it is done while the performance of scientific papers) and take responsibility for all of them. "

4. Resume of the Master's Thesis shall include its brief overview. It shall clearly state brief summary of the work performed. Resume does not include footnotes, tables, drawings, schemas, etc. The resume shall be between 500 and 800 words. The School Board has the right to disseminate the resume in a printed, as well as in electronic form. The interval between the lines is equal to one. Resume shall be performed in Georgian and English. If the master's thesis is performed in another language, the resume shall be attached to it in Georgian language.

5. The master's thesis shall have the table of contents where introduction, all chapters, subchapters, conclusion, bibliography are indicated. The spacing should be 1, font size - 12 points. The interval between the paragraphs shall be 6-12 points. Page numbers shall be placed on the right field. It is permitted to fill the space between the title and the page number with symbols: „ .“ , „-“ , „\_“ .

### 1.3. The main part of Master's Thesis

1. The text of the master's thesis should include the introduction, the basic text and the conclusion.

2. The introduction is a general part of the Master's Thesis, in which problem that is going to be researched shall be identified, determined the actuality of the research, its purpose and tasks; Depending on the specificities of the topic, the hypothesis (the author's scientific assumption, which he/she expects to be proven as a result of the research) may be stated, methodology (by reasoning the relevance of the research methods used and showing for which purpose the specific method is used regarding the work). The introduction volume shall not exceed 5% of the basic text volume.

3. The main text is divided into chapters and subchapters. They shall reflect the theoretical context of the research and the contradictory ideas developed in them, the controversial issues, detailed description of carried out research, to outline its results, author's own scientific findings, new opinions and approaches.

4. The structure of the research results evaluation depends on the subject of the Master's thesis and the author has the right to present it in his/her desired form. He/she is not limited in the number of subchapters.

5. In the final section research study results are summarized, the theoretical and practical value of the work is revealed, the scientific novelty will be presented, the recommendations are defined by showing their implementation area and effectiveness of their application.

#### 1.4. The volume and structure of the master's thesis

1 “The volume of the Master's Thesis shall be at least 50 pages and not more than 60 pages of the text of the master’s thesis, formed in accordance with the submitted instructions. The quantity means all the binded pages.”

2. Master's thesis shall be performed on the A4 format (297×210 mm) of 80 g/m<sup>2</sup> density paper. Orientation - vertical. It shall be printed only on a single page. Photos and other special purpose tables can be performed on A4 format paper. In case of using of a larger sheets (e.g. for schemes), any formats are allowed, only those pages shall not be binded together with the main text.

3. The master's paper's page field shall be 2 cm away from the upper and lower edge, 2,5 cm from the left edge and 2 cm from the right edge.

4. The text of the master's thesis should be implemented in the Sylfaen font, the main part of the size 12. The chapter title font size of 14 Bold, subtitle - 12 Bold. The title of the chapter is separated from the text by omitting 3 intervals and title of subchapter is separated from the chapter title and text by omitting 2-2 intervals. The stressed fonts will not be accepted. The text should be printed on the laser printer or with its approximated quality.

5 All pages of the Master's thesis shall be numbered in a sequence. It is not allowed to leave a free space or page. Repetition of pages is also inadmissible. The minimum size of page numbers' font is 10. Introduction pages, except the title page, shall be numbered in the lower right edge of the lower register of Roman numerals (I, II, III and etc.). The other parts of the master's thesis shall be numbered in Arabic numerals. Page number shall be 1.3 cm away from the bottom edge of the sheet and 2.5 cm away from the right edge.

6 The interval for the main text of the master's thesis is 1.5. For small sections (content, table list, resume, footnote, note and etc.) 1 is taken as the interval. The paragraphs are separated from each other by omitting one interval, tables and graphs are separated from the text by 2-2 interval.

7 The title of all chapters and subchapters of the master's thesis shall be included in the table of contents. All chapters shall start from the new page and the subchapter shall be continued from the same page.

8 In the case of using abbreviation in the master's thesis, it shall be encrypted, after which the abbreviation will be indicated that will be used later (e.g. Civil Code of Georgia (hereinafter - CCG); by the same principle if the title is used more than once, it is necessary to use the abbreviation, except when shortening creates very unusual combination of symbols.

9. In the master's thesis the footnote shall be placed at the end of the page. Font size - 10. If the footnote is at its end of the chapter, then the numbering is done by Arabic numerals and is consistent throughout the whole chapter. In case of placing the footnote on the bottom of the page, the numbering is done by the symbols or the Arabic numerals, which can be started again at the beginning of each page. In the main text, the footnote is indicated by the superscripts.

## 1.5. Rule for making a footnote

1. When referring the legal act, it is necessary to indicate its full name and source where it was published in the footnote, as well as the date and the page.
2. When using literary sources it is necessary to indicate:
  - a. For book - surname of the author(s), initial of name, title of the book (without quotation marks), section, volume number (if necessary), place of publication, year, page (without p.).
  - b. For article from the collection of articles - surname of the article's author(s), initial of name, title of the article (without quotation marks), the title of collection of articles (without quotation marks), indication on editor, section, volume number (if necessary), place of publication, year, page (without p.).
  - c. For article from journal - surname of the article's author(s), initial of name, title of the article (without quotation marks), the title of periodics shortened (Jrnl..) (in quotation marks), number, year, page (without p.); All bibliographic elements of foreign sources shall be indicated in the original language or in the language on which it is available for the author (with the reference to the relevant official translation).
  - d. In the footnote it is necessary to protect the uniform system: the author and the title of the paper shall be distinguished using the different italicized words (e.g. the author and the title of the paper – in italicized, the rest of the information – straight, also all the used surnames shall be italicized, e.g. editor's surname) at the same time all units (except for the surname and name's initial) are separated from each other by the comma and the fullstop is written at the end of the footnote.
  - e. The material obtained by internet is required to indicate the appropriate web page and the date of the last renewal; In case of article it shall be indicated the author's last name, title of article, internet page, date. Electronic address is indicated in triangular brackets (<....>), the last renewal date in square brackets ([...]).
  - f. Foreign terms and expressions shall be explained into the footnote if the work's aim is not determining the origin of the term.
  - g. For the Georgian text it shall be used „bottom” and „upper” („...”) quotation marks, for foreign text - „upper”(“...”) quotation marks.
  - i. At the end of the cited text the punctuation marks - fullstop, semicolon, question and exclamation marks - shall be applied before the quotation mark, if the sentence finishes with it; After the quotation mark, if this quotation mark belongs to a single word or phrase. When a quotation mark, a punctuation mark and a footnote are written at the same time with the word, the following sequence shall be protected: 1. quotation mark, 2. a punctuation mark, 3. a mark of a footnote; At the end of the cited text (sentence): 1. the punctuation mark, 2. quotation mark, 3. the mark of a footnote. Two quotation marks shall not be written together. In the case of brackets, their different forms may be used.
  - j. when referring to the same source in the footnote, which has already been used, it is necessary to distinguish between the following cases:

- 1) Instead of the exactly same source that indicated in the previous footnote „ibid” is written. „Ibid” shall be followed by different data (volume, year, page) as required;
- 2) when referring to the source referred earlier, but not directly previous, the full name of that source shall be written with appropriate page.

## 1.6. Rules for citation

The rules for citation and reference developed in accordance with European standards are used in the journal. Its requirements are:

The main information shall be referred in the following manner: author (surname, initial or full name), title, year of publication, journal, book title, etc.

Only the author's surname and year of publication are written in the text of the research paper. If the given opinion, view is a quotation, it should be placed in the quotes referring the page, for example:

Similarly to Laufer (Laufer, 1986) and Nation (Nation, 1990), Wilkins (Wilkins, 1972) expressed the opinion that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 3).

Otherwise the page referencing is desirable but not mandatory. Initials and full names are not written, but at the first mention of the researcher, it is possible to say his/her name, for example, Stephen Krashen (Krashen, 1975) distinguished "learning" and "acquisition" from each other for the first time.

Richards and Renandya (Richards and Renandya, 2002) found out that the vocabulary is the basic component of language knowledge; It provides a great part of listening, speaking, reading and writing skills. Without a rich vocabulary, students often fail to demonstrate their potential and may lose motivation. (p. 251)

If the author is mentioned in the scientific paper, his/her publication should be included in the list of literature and vice versa.

## 1.7 Rules for reference to the source used:

### A) Book

Surname, initials. (year). Title (using capital letters). Place of publication: publishing house Freeman, E. Strategic Management, (2010), Cambridge, Cambridge UP

If the book is not authored or edited, an organization can be written instead:

UNESCO. (1998). Learning to live together in peace and harmony: values education for peace, human rights, democracy and sustainable development for the Asia-Pacific Region; a UNESCO/APNIEVE sourcebook for teachers education and tertiary level education. Bangkok, Thailand: UNESCO PROAP

If the book has been published for several times, indicate which edition it is (for example: 3th ed.). If no publication year is specified, please indicate n.d. (not dated).

### B) Article in journal

Surname, initials. (year). Title (without capital letters except the first word). Name of the journal (in italics, all words shall be started with a capital letter). number, publication, pages:

Gillian S.L., Starks L.T. (2007). The Evolution of shareholder activism in the United States, *Journal of Applied Corporate Finance*, Vol. 19, Issue. I. 58-59

When indicating the page of the article, or shortened form “p.”, write them or separate with comma. For example: 8 (2), p. „58-59“ or 8 (2): „58-59”. Follow only one of these rules.

### C) Article from book

Surname, initials. (year). Title (without capital letter except the first word). Surname of the author (editor), initials. title of the book (in italics, with capital letters). Place of publication: publishing house, pages. For example:

Melkadze, O. (2010). Constitutionalism.

Yahya, C. A. Morales-Jones, & E. N. W. Ariza (Eds.), *Fundamentals of Teaching English to Speakers of Other Languages in k-12 Mainstream Classrooms*. Dubuque, IA: Kendal/Hunt, p.163-181

#### D) **Electronic sources:**

Writing only the Internet address is not permitted. Since, sometimes it is impossible to find a source of this information, the information should be referred in the most similar format to the printed publications. If the website does not have an author, indicate the organization or the name of web page. If none of them are available, start with the title directly. In the end, it should be indicated when and from which internet website the material is taken. For example:

Kopaliani, A. (2013). The peculiarities of perceiving creations of Emily Dickinson in Georgian literature, #7. Retrieved on May 17, from <http://www.spekali.tsu.ge/index.php/ge/article/viewArticle/7/70>

Lakerbaia, T. (2014). The Right of Withdrawal in European Consumer Protection Law, Volume I, Retrieved 2 April, from [http://press.tsu.ge/data/file\\_db/elzhurnalebi/lj1y2014.pdf](http://press.tsu.ge/data/file_db/elzhurnalebi/lj1y2014.pdf)

NCTE / IRA. (2012). Standards for the English Language Arts. September 1, 2014 from <http://www.ncte.org/standards/ncte-ira>  
[http://press.tsu.ge/data/image\\_db\\_innova/Enatmecniereba-2017-2018-T60-27-09-2018.pdf](http://press.tsu.ge/data/image_db_innova/Enatmecniereba-2017-2018-T60-27-09-2018.pdf)

If you have found an electronic source in another article and you use it in your research, make sure that this source is still existing. Write the date when you got acquainted with it.

The references are written alphabetically. In case of indicating the publications of the same author you should follow chronological order. The newest one shall be written firstly, then - the older. If you have used several publications of one author that came out in the same year, they can be listed as follows: Radbruch, 2013a and Radbruch 2013 b. If one publication has one author, the author has a co-author in another publication, first comes a publication with one author, then one with two or more authors, for example:

Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. New York: Palgrave Macmillan

Schmitt, N. (1997 a). Vocabulary learning strategies. In Schmitt, N. and McCarthy, M. (eds), *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press. p. 17-26

Schmitt, N. (Ed.) (1997b). *Vocabulary: Description, acquisition, and pedagogy*. Cambridge: Cambridge University Press.

Schmitt, N. and Meara, P. (1997). Researching vocabulary through a word knowledge framework: Word associations and verbal suffixes. *Studies in Second Language Acquisition* 19, p. 17–3

### 1.8. The rule for drawing up the bibliography

1. The bibliography shall be presented in consolidated form and numerated in the Master's thesis.
2. First of all, the Georgian language materials and / or scientific literature shall be placed alphabetically. After Georgian sources, foreign scientific sources and electronic links are listed in the same sequence. At the end of the scientific literature the relevant pages are indicated. If the same different pages of the same source is referred in paper, the appropriate source will be indicated in the bibliography once with the list of all pages used in the work.

### 1.9. Additional parts of the Master's thesis

1. If the master's thesis is accompanied by a list of tables, analytical procedures, diagrams, schemes and illustrations, it shall be placed in the introductory section of the master's work after the tables of the contents. The interval shall be 1.5. The paragraph, the length of which is greater than the one row, the size of the interval is 1. The font size shall be 12. The page numbers shall be placed on the right field. It is permitted to fill the space between the title and the page number with the symbols: „“, „–“, „\_“.

2. Compositions of tables, analytical procedures, diagrams, schemes and illustrations, location and formatting are determined by the specificity of the work. When using the tables, analytical procedures, diagrams, schemas and illustrations taken from other sources, the copyright shall not be violated. Tables, analytical procedures, diagrams and schemas shall be made in black and white, using colored diagrams and illustrations is also permitted.
3. Titles of tables, analytical procedures, diagrams, schemes and illustrations shall be placed directly on top of them or on bottom. As the font size less by 1 point than the basic text font shall be used. Using of semi-bold font is allowed. The interval shall equal to 1.
4. Tables, analytical procedures, diagrams, schemes, illustrations and their names can be placed in the main text as well as on distinct individual page as an annex. Tables, analytical procedures, diagrams, schemas and illustrations shall be separated from the text by 1.5-2 cm. If necessary, horizontal orientation of the sheet is permissible. Horizontal pages margin and page numbering shall be similar to vertical pages.
5. If the master's thesis is attached by the data tables, analytical procedures, diagrams, schemes and illustrations, they shall be placed in the master's thesis after the bibliography or list of referred literature. In addition, the numbering of data tables, analytical procedures, diagrams, schemes and illustrations in the main text are made piercingly. The numbering of the tables, analytical procedures, diagrams, schemes and illustrations given in the annex shall start from the beginning.
6. For the abbreviations used in the master's thesis that are not universally accepted, it advisable that the author to make a list and the appropriate explanation that will make the work easier to understand. The list of the abbreviations used in the master's thesis shall be placed in the introductory section after the table of the contents of the dissertation or list of the tables.
7. According to the wishes of the author, the master's thesis may be accompanied with the alphabetical search. An alphabetical search shall be placed in the introductory section of the master's work after the table of contents, list of tables or list of abbreviations.

School of Strategic Communication and Law  
Master's Thesis / Project Reviewer Assessment Form

Master's Program \_\_\_\_\_

Thesis title \_\_\_\_\_

Name and surname of the Student \_\_\_\_\_

Conclusion of the Reviewer (1-3 pages)

## Master's Thesis / Project Reviewer Assessment Sheet

	<i>Assessment components</i>	maxium points	Obtained assessment
1	Formal side of the work	<b>max. 20 points</b>	
2	Actuality of Master's topic, Goals and Objectives	<b>max. 20 points</b>	
3	<i>knowledge of factual material, consistency of telling, argumentation</i>	<b>max. 30 points</b>	
4	The scientific level of research and the methods used	<b>max. 30 points</b>	
<b>In total</b>			

Signature of the Reviewer

Date

b.a.

School of Strategic Communication and Law

Assessment Form for Master's Thesis / Project Defense Commission

Master's Program \_\_\_\_\_

Thesis title \_\_\_\_\_

Name and surname of the Student \_\_\_\_\_

№	Commission member	<i>Assessment components</i>					Obtained assessment
		<i>Language of the work, style and decoration (max. 10 points)</i>	<i>Determination of goals and objectives (max. 20 points)</i>	<i>knowledge of factual material, consistency of telling, argumentation (max. 20 points)</i>	<i>Quality of scientific research (research method, logicity, novelty) (max. 30 points)</i>	<i>Presentation (max. 20 points)</i>	
1							
2							
3							
4	<b>Reviewer's assessment</b>						

5	- The assessment obtained by the Master's student is the average arithmetic score of the assessment made by the members of the commission and the review, which totals one of the positive grades <b>51-100 points</b> or negative grades: <b>-0-50 points.</b> /	
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Chair of the Commission \_\_\_\_\_

Commission Member \_\_\_\_\_

Commission Member \_\_\_\_\_

Secretary of the Commission \_\_\_\_\_