

**Approved by the Resolution of the Academic Council**

Minutes No. 2, 24 February 2025

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## **Regulation on Student Adaptation and the Support of International Students**

Tbilisi

2025



## Article 1. General Provisions

This Rule on Student Adaptation and Support for International Students (hereinafter – the Rule) regulates the mechanisms of adaptation and services for Georgian and international students at Alterbridge University LLC (hereinafter – the University).

## Article 2. Core Principles

1. The process of student adaptation and student services at the University is based on the following principles:
  - The University places great importance on the process of socialization within the organization and on organizational culture;
  - The University views organizational culture as encompassing the values, traditions, and both written and unwritten rules that determine the behavior of its community;
  - The University recognizes that organizational culture functions as a mechanism of integration and coordination within the University’s activities, as well as a system of social control that shapes the behavioral norms of its staff;
  - The entry of new students creates a risk of disrupting existing norms, which makes the process of socialization (adaptation) essential. Through socialization, new students adjust to the norms and rules established at the University.

## Article 3. The Importance and Stages of Adaptation

1. The adaptation period should support students in adjusting to the University’s regulations, study conditions, environment, and processes; in developing communication with other students; and in engaging with educational and extracurricular activities.
2. The results of adaptation depend both on the University’s support and on the student’s motivation to study at the University and benefit from the support provided.

3. Among the various aspects of adaptation, the following are particularly important:
  - **Professional adaptation** – adjusting to the organization of the learning process, its conditions and specifics, and understanding the student’s rights and responsibilities;
  - **Socio-psychological adaptation** – establishing relationships with other students and University staff, understanding and following behavioral norms, etc.
4. The duration of adaptation is influenced by the student’s personal qualities, previous educational experience, and the methods of adaptation selected and effectively applied by the University.
5. The adaptation process includes:
  - Identifying the needs of the University;
  - Providing information about the University’s structure, regulations, and educational process;
  - The adaptation process itself;
  - Completion of the adaptation process.
6. The adaptation process consists of several stages, each of which should be subject to observation and timely response. For example:
  - **Pre-adaptation stage** – communication with the student: providing information about the University, its regulations, and available opportunities; explaining the specifics of the educational process and the student’s rights and responsibilities;
  - **Initial stage** – immediately upon enrollment: University tour, orientation session/training, creation of the student’s corporate email, meeting with the school dean, providing information on the specifics and organization of the learning process, administrative and informational support mechanisms, and responding to current student needs;
  - **Active adaptation stage** – the student becomes familiar with the University’s activities and functions of various structural units, the administration of the educational process, available services and support mechanisms, and directly engages in academic and extracurricular processes.

7. Adaptation may be:
- **Primary** (e.g., for a student beginning studies at the University for the first time);
  - **Secondary** (e.g., for a student transferring from another higher education institution).
8. For students newly admitted to a program, adaptation includes:
- **Formal adaptation** (familiarization with the new environment and its requirements, understanding and adjusting to the University's demands, functions, rights and responsibilities, etc.);
  - **Social adaptation** (integration with members of the study group and other University students);
  - **Didactic adaptation** (the student's ability to engage in the educational process conducted with unfamiliar/new teaching forms and methods).
9. For students beginning studies at the University, adaptation is particularly dependent on: familiarization with the University's structure, history, mission, priorities, and opportunities; observing and understanding student activities and needs; effective communication; identifying student interests, needs, and problems; providing competent consultation and feedback on relevant issues; and selecting and applying appropriate academic, administrative, and informational support mechanisms.
10. A key indicator of the effectiveness of the adaptation program/events is the number of students who continue their studies at the University after one year. If a student discontinues their studies before or immediately upon expiry of this period (e.g., by transferring to another institution), it indicates that they were unable to adapt, did not receive sufficient support, did not see perspectives at the University, or no longer wished to continue studying there. In such cases, communication should be conducted with the student to determine the negatively assessed circumstances, and adaptation measures should be reviewed, staff performance evaluated, and, if necessary, support mechanisms revised or newly introduced.

#### Article 4. Adaptation and Services for International Students

1. In the case of international students, the student adaptation mechanisms provided in this Rule shall apply. At the same time, certain specific features and additional needs must also be taken into account.

### **1. Admission of Foreign Citizens**

- Development/approval of the student admission plan. The admission plan shall be approved by order of the University Rector. The plan shall be developed with the involvement of relevant structural units/persons, coordinated by the Vice-Rector responsible for internationalization and international student recruitment.
- Organization of activities related to student admission, including, if necessary, the conduct of examinations/interviews/testing to determine the level of preparedness for study at the University.

### **2. Academic-Methodological Work and Organization of the Learning Process**

- Familiarization with the University's infrastructure and material-technical base; introduction to internal regulations, codes of conduct, specificities of the learning process, and regulatory norms, and monitoring of compliance therewith;
- Preparation of curricula, teaching, methodological and other materials; planning, organization, and monitoring of work with students;
- Planning of the learning process, preparation and adjustment (if necessary) of class schedules;
- Monitoring the quality of classroom instruction and practical training; monitoring compliance with conditions for admission to final assessments; monitoring students' academic performance and analyzing results;
- Preparing proposals related to student status (suspension, reinstatement, termination).

### **3. Record-Keeping and Control of Contract Execution**

- Preparation of draft orders on enrollment, suspension, reinstatement, termination of student status, and issuance of diplomas;
- Arrangement, maintenance, and safekeeping of personal files;

- Use of automated information systems for student registration, communication, and related matters;
- Preparation of materials necessary for urgent and periodic reports on teaching and other student-related issues;
- Monitoring payment of tuition fees and compliance with contracts signed with legal/natural persons regarding international student education.

#### 4. Facilitation of Socialization

- Familiarization with the University's structure, units, and governance principles;
- Informing students about available student services at the University;
- Where feasible, monitoring students' accommodation and living conditions;
- Providing information to students on medical institutions in Tbilisi, access to healthcare, rules of conduct in emergencies, Georgian legislation, including the legal status of international students in Georgia;
- Familiarization with regulatory documents governing education in Georgia and rules regulating the learning process at the University;
- Supporting student socialization and engagement in University life;
- Identifying existing problems (living conditions, health, etc.) and providing appropriate assistance;
- Preparing proposals regarding incentives and sanctions for disciplinary violations;
- Collecting information on the main problems and needs of the student body, preparing recommendations/proposals, and informing University leadership.

#### 5. Preparation of Strict Accountability Forms, Personal, and Other Documents

- Preparation and issuance of strict accountability forms (diplomas, etc.); providing information and technical assistance regarding the legalization (apostille, etc.) of such documents;

- Maintaining registers of issued strict accountability forms, including records of issued and written-off documents;
- Preparation, translation into English, and issuance of diploma supplements, transcripts, and other certificates;
- Preparation of information and necessary documentation regarding students whose status is suspended or terminated.

#### **Article 5. Final Provisions**

1. This document, and any amendments to it, shall be approved by order of the University Rector.
2. Any issues not regulated by this document shall be governed by the applicable legislation of Georgia.
3. Amendments/additions to this document may be introduced by order of the Rector.