



LEPL Shota Meskhia Zugdidi State University

Bachelor Educational Programme

Programme title	Preschool Education
Teaching Language	Georgian
Academic degree to be awarded	0112 Bachelor in Preschool Education
Programme volume in credits	<p>Bachelor program is based on the ECTS system. It is student-oriented and aligns with the academic workload needed to meet the program goals.</p> <p>Bachelor educational program in Preschool Education consists of 240 ECTS credits, with 60 credits per year and 30 credits per semester. Therefore, the standard duration of the Bachelor program is 4 years, or 8 semesters.</p> <p>Depending on the individual workload of the student, the number of credits per year may be fewer or more than 60, but not exceeding 75.</p>
Head of the programme	<p>Nato Kobuladze - Associate Professor (Full information about the head of program can be found in the attached CV)</p> <p>Nino Labartkava - Doctor of Psychology. Invited field specialist. Expert. (Full information can be found in the attached CV)</p>

Programme Qualification Description

<p>Programme goals</p>	<p>The goals of the Bachelor Program in Preschool Education are:</p> <ul style="list-style-type: none"> ➤ To provide students with broad knowledge of the principles of child development in early childhood, the factors influencing child development, the principles of quality early education, and how to create age-appropriate curricula, while developing skills to effectively implement educational strategies. ➤ To develop students' abilities, based on scientific knowledge, in caring for the holistic development of children, managing educational and pedagogical processes, evaluating both the child and their own practice, and fostering positive communication skills with children, parents, the community, other service providers involved in child care, and primary education teachers. ➤ To prepare specialists in preschool (early) education who are oriented towards civic awareness and activity, democratic values and principles, the protection of children's rights, the promotion of the importance of preschool education and inclusivity, and continuous professional development. This will contribute to eliminating and addressing the shortage of specialists in the region.
<p>Programme prerequisites</p>	<p>Applicants eligible for enrollment in the Bachelor Educational Program in "Preschool Education" are Georgian citizens holding a state certificate of complete general education or an equivalent document, based on the results of the Unified National Examinations.</p> <p>Enrollment in the program through alternative procedures (without Unified National Examinations/mobility) is regulated by the legislation and the procedures established by the university.</p>
<p>Learning Outcomes</p> <p>The graduate of the bachelor educational program in Preschool Education possesses the following field-</p>	<p>1. Knowledge and Understanding</p> <p>1.1. Describes and explains the characteristics of child development in early childhood, developmental disorders, and factors influencing child development; discusses the main postulates of learning and development theories; analyzes methods for studying the children; and describes key aspects of child care and health protection.</p> <p>1.2. Describes and explains various teaching and learning strategies for early childhood, principles for organizing the environment, and justifies the central importance of play in child development. Compares and analyzes different early education curricula and the specificity of working in a multicultural environment.</p> <p>1.3. Discusses the importance of positive parenting for a child's holistic development. Analyzes the significance of parental attitudes regarding the age-related and individual developmental characteristics of the child, as well as the essence and principles of upbringing, and the role of parenting methods in the process of holistic child development.</p>

<p>specific and general (transferable) competencies.</p>	<p>1.4. Describes and explains the areas of regulation and key principles of legal and normative acts in the field of early and preschool education, as well as legal acts related to child protection.</p> <p>2. Skill:</p> <p>2.1. Observes children, identifies special educational needs, documents the child's progress, and plans and implements diverse strategies, activities, and practical projects aimed at holistic development based on the needs, interests, and abilities of children. Provides individualized support to the child and designs ways to involve families and the community in the educational process.</p> <p>2.2. Plans and implements transition plans and practices, evaluates their own and others' practices, and participates in professional discussions.</p> <p>3. Responsibility and Autonomy</p> <p>Upon obtaining a bachelor's academic degree, the student is able to:</p> <p>3.1 Plan and conduct educational process activities based on clear instructions, document their work, share experiences with colleagues, participate in professional discussions, and learn in the context of differing opinions.</p>
<p>Teaching-learning methods</p>	<p>The organization of the teaching process aims to use the methods which ensure students acquire the knowledge, skills, and competencies required for a bachelor's academic degree through the successful implementation of the program. In the teaching process, both the specific proposed method and any method selected by the lecturer in accordance with the field characteristics are used.</p> <p>Lecture - Creative process in which the lecturer and the student participate simultaneously. The main goal of the lecture is to understand the key concepts of the subject being studied, which implies creative and active perception of the presented material. Additionally, emphasis should be placed on the fundamental principles, definitions, notations, and assumptions of the material. A critical analysis of key issues, facts, and ideas is essential. The lecture should provide a scientific and logically coherent introduction to the basic principles of the subject, avoiding unnecessary details. Therefore, it must be logically complete.</p> <p>Verbal (oral) method includes lecture, narration, conversation, etc. In this process, the lecturer presents and explains the material through speech, while students actively perceive and comprehend through listening, memorizing and understanding.</p>

Method of working with a book - Familiarizing with independently assigned reading material, processing it, and analyzing it.

Method of written work includes activities such as making extracts and notes, summarizing the material, creating theses, and writing reports or essays.

Practical methods include teaching forms that develop the student's practical skills. In these methods, students independently perform tasks based on the knowledge they have acquired, such as professional practice, fieldwork, etc.

Discussion/debate is one of the most common methods of interactive teaching. The discussion process dramatically increases the quality of student engagement. The discussion can turn into an argument. This process is not limited to the questions asked by the professor. This method develops the student's ability to argue and justify the opinion.

Brain Storming - Process where participants generate and express a wide range of ideas and opinions, preferably radically different, about a specific issue or problem. This method contributes to the development of a creative approach to the problem. It is particularly effective in large groups of students and involves several key stages:

- Defining the problem/issue from a creative perspective.
- Recording all ideas from the audience related to the issue within a specific time frame, without any criticism.
- Selecting the ideas that are most relevant to the issue through eliminating less suitable options.
- Defining the specific criteria to evaluate how effectively each idea aligns with the research objective.
- Assessing the selected ideas using the predefined criteria.
- Identifying the idea with the highest evaluation as the best solution to the problem

Demonstration method involves presenting information visually. It is quite effective in terms of achieving results. In many cases, it is better to deliver the material to students using both audio and visual means simultaneously. The demonstration of the material can be conducted by either the teacher or the student. This method helps to clearly illustrate different levels of understanding of the learning material and specify what students will need to accomplish independently. At the same time, this strategy visually highlights the essence of the issue or problem. Demonstration can vary from simple tasks, like solving a math problem by clearly presenting its steps on a board, to more complex tasks, like performing a multi-step scientific experiment.

Role plays allow students to view an issue from different perspectives and help them develop an alternative point of view. Like discussions, role-playing also helps students develop the ability to express their own position independently and defend it in a debate.

Problem-Based Learning (PBL) is a teaching method that uses a problem as the starting point for acquiring and integrating new

knowledge.

Cooperative teaching is a teaching strategy where each group member is responsible not only for their own learning but also for helping their teammates better understand the course material. Each member works on the problem until the entire group understands the topic.

Project development and presentation is a combination of educational methods that enables problem-solving through independent actions, with the required presentation of results by the student. This method increases student motivation and responsibility. Working on a project involves stages such as planning, research, practical activity, and presenting results based on the selected topic. A project is considered completed when its results are presented in a clear, convincing, and specific form. It can be done individually, in pairs, or in groups, and may involve a single subject or multiple subjects (subject integration). After completion, the project is presented to a wider audience.

Professional practice is a key part of the educational process, where students engage in planned activities to strengthen the theoretical knowledge they have gained in the academic environment and acquire practical skills. The goal of practice is to equip students with practical skills and prepare them for future independent professional activities. The implementation of practice involves three parties: the university, the student, and the host organization/practice site. Therefore, it is important for all three parties: connecting academic education and theory to the real world; involvement into the work environment and building professional relationships; applying and refining skills learned during the educational process; developing new competencies; modifying educational programs in line with the rapidly changing market demands; improving graduate employment rates; engaging with motivated young people; promoting the development of better-prepared professionals; and contributing to the improvement of educational programs based on market needs.

E-learning encompasses three forms of teaching:

In-person: The teaching process takes place within the contact hours between the professor and students, while the learning materials are delivered via an electronic course.

Hybrid (in-person/distance): The basic part of the teaching process is conducted remotely, while a smaller portion occurs during contact hours.

Fully distance learning: This involves conducting the educational process without the physical presence of the lecturer. The entire course is delivered remotely in an electronic format.

Student knowledge assessment system

Bachelor Educational Program in Preschool Education requires active participation of student in the learning process and is based on the principle of continuous assessment of acquired knowledge.

Evaluation of the student's learning outcomes attainment is conducted using a 100-point system and includes mandatory assessment components - midterm and final evaluations. The sum of these components is the final evaluation (100 points).

The assessment components and their respective proportion must be outlined in the syllabus of each course and communicated to the student at the beginning of the semester.

The proportion of the midterm assessment should not exceed 70%, while the final assessment should be at least 30%.

The proportion of each component is determined by the head of the respective component. It is not permissible to award credit based on only one assessment component (midterm or final assessment).

Each assessment component must specify a minimum competency threshold, which students are required to meet.

The minimum competency threshold for the student's midterm assessment should be 30%-50% of the maximum score for the interim assessment, which is determined individually by the head of the course.

The minimum competency threshold for the final assessment should not exceed 60% of the final assessment score, which is determined individually by the head of the course.

Each assessment component (midterm and final) includes the assessment method(s), which are chosen individually by the head of the course.

Assessment methods

To assess learning outcomes, the following tools may be utilized: verbal/written exam/questionnaire, project, portfolio, test, essay (and other written assignments, e.g., curriculum-based educational plan designing, activity designing, etc.), demonstration (educational and developmental resources created by the student; reflective records; self-reflection; observation and assessment records), verbal report/presentation, discussion, audiovisual presentation, exhibition, practice portfolio, practice research report, case study analysis, needs-based professional development plans, bachelor's theses, participation in performance/staging a play, concert performance, practical/theoretical assignments, teamwork, participation in discussions, case-solving, participation in simulated processes, and others.

Considering the objectives, learning outcomes, and specifics of higher education program, a minimum competency threshold may be defined within the assessment method(s). The head of the course is responsible for defining these thresholds.

The assessment method(s) are measured by evaluation criteria, which determine the level of achievement of the learning outcomes.

The course will be considered passed if the student accumulates a minimum of 51 points, taking into account the maximum score of mid-term and final assessment (30 points). Credit is awarded to a student upon receipt of one of the positive assessments required by law.

The grade obtained on an additional examination replaces the final assessment score and becomes the student's final grade. It is reflected in the final evaluation of the academic component of the educational program.

In case of getting 0-50 points in the final grade of the educational component, taking into account the grade obtained on the additional exam, the student will be given a grade of F-0. (Negative Grade)

Positive grade	
A – Excellent	91-100 points
B – Very good	81-90 points
C – Good	71-80 points
D – Satisfactory	61-70 points
E – Acceptable	51-60 points
Negative grade	
FX - Fail	41-50 points (meaning that a student requires some more work before passing and is given one more chance to take an exam after independent work; Furthermore, an additional exam may be appointed at least 5 calendar days after the announcement of the final exam results)
F – Fail	40 points and less (meaning that the work of a student is not acceptable and he/she has to study the subject again)

Fields of employment

A graduate may be employed in early childhood and preschool education institutions in both educational roles (such as educator-teacher, caregiver, methodologist, etc.) and administrative positions.

They may also work in formal and non-formal early education programs, as well as in early childhood education and care

	institutions, and in early intervention services and programs.
Opportunity to continue studies	A graduate of the bachelor educational program in Preschool Education is eligible to continue studying in a Master's program, designed to prepare specialists and researchers at the next level.
Material and technical base for the programme	<p>To achieve the learning outcomes of the bachelor's program in Preschool Education, the university provides students with unrestricted access to its infrastructure and material-technical resources, including:</p> <ul style="list-style-type: none"> • Study rooms and conference halls equipped with appropriate inventory; • A library equipped with computer technology and information-communication tools; • A preschool education laboratory; • Computer labs with internet and intranet-connected devices, as well as software tailored to the learning and teaching process; • A children's rights center; • A student mothers' room; • Various other technical facilities, and more. <p>The educational program is supported by relevant textbooks and methodological literature. The university library provides students with the corresponding printed and electronic textbooks outlined in the syllabi of the courses, as well as instructional-methodological and scientific literature. Additionally, students have access to the library's book collection database and the university's online catalog available on the website. The library is also integrated into international electronic databases (such as Scopus, Elsevier, and others).</p> <p>To achieve the learning outcomes outlined in the "Bachelor program in Preschool Education," the following resources are also utilized:</p> <p>For Competency 2:</p> <p>Practice base: Early childhood and preschool education institutions (both private and public), early intervention and early</p>

	<p>education programs with which the university has signed agreements/contracts.</p> <p>For Competencies 2 and 3:</p> <p>Labor contracts with early education practitioners (educational staff) involved in the practice.</p> <p>The practice is carried out under the supervision of educational staff working in early education institutions.</p> <p>For Competency 2:</p> <p>The university has a space/preschool education laboratory equipped with toys, books, instruments, and art materials for children aged 0-7/8 years. In this space, students have the opportunity to practice setting up environments, selecting and using toys, creating resources, and completing practical tasks (resource room where students will carry out practical assignments). This laboratory was established within the project "Gender Equality in Georgia" under UN Development Program.</p> <p>For Competencies 2 and 3:</p> <p>The practice is carried out under the supervision of educational staff working in early education institutions.</p>
<p>Human resources</p>	<p>The implementation of the Bachelor Program in School Education is supported by the appropriate human resources. The academic staff of the university, as well as invited specialists with the required qualifications and competencies, lead the educational components outlined in the program. (Full information about the head of the program can be found in the attached list.)</p>

<p>Programme structure</p> <p>Bachelor Program in Preschool Education includes: 240 ECTS, consisting of:</p>

- Mandatory courses in the main field of study/specialization: 140 ECTS, including Practice in accordance with sectoral benchmarks
- Free mandatory study courses: 40 ECTS
- Elective courses in the main field of study/specialization: 50 ECTS
- Free (Elective) courses: 10 ECTS.

Free Mandatory Study Courses

40 ECTS

Based on the free (mandatory) courses, the student of the bachelor program gains general transferable skills for applying knowledge in practice. These skills will be effectively used in mastering their specialization and establishing societal values, which align with the mission and strategic development goals of the university.

The student must obtain 40 credits from the free (mandatory) courses component. These courses include Information Technology, Foreign Language, Academic Writing (in Georgian and English languages; the English version of this course is taught using literature acquired through the Erasmus+ international project INTEGRITY on “Promoting Academic Integrity”), History of Philosophy (conceptual issues), and Democracy and Citizenship. The free (mandatory) courses aim to provide students with the skills necessary to develop autonomy and responsibility, as defined by the learning outcomes. These courses enable students to use the knowledge gained to respect cultural diversity in the global environment and share corresponding values. Additionally, the courses focus on developing written and oral communication skills, as well as fostering the ability to creatively use information and communication technologies for information retrieval and transmission.

This also includes the teaching of foreign languages (English, German, or Russian, based on the student's choice) within the 20-credit framework, with an emphasis on developing communication skills in these languages. This approach enhances the internationalization elements of the educational program. For admission to the program, students are not limited to taking only English as the foreign language exam in the Unified National Examinations. The university ensures, upon enrollment, the differentiation of groups based on the students' level of foreign language proficiency and the foreign language they have passed. Accordingly, students learn their chosen language from the appropriate level using free credits.

Mandatory courses in the main field of study/specialization
140 ECTS

Within the framework of Mandatory courses in the main field of study/specialization, 150 credits (including 40 credits for practice: 10 credits for introductory practice and 30 credits for professional practice) are offered as individual courses and practice components. This is mainly focused on the transfer of knowledge and skills to the student within the learning outcomes. Through these courses, students acquire the skills necessary for learning, drawing conclusions, and value formation.

Elective courses in the main field of study/specialization

50 ECTS

50 credits of Elective courses in the main field of study/specialization allow students to strengthen the major specialty mandatory courses. Elective courses provide students with the opportunity to supplement the courses studied within the modules of the main specialization.

Free (Elective) courses

10 ECTS.

Individual Study Courses (Free Component) - Based on their best interests, students have the opportunity to select any academic course from any Bachelor program offered by the university. Within the scope of these credits, the university administration, in accordance with existing regulations, recognizes non-specialty study courses completed at other higher education institutions by students enrolled through the mobility process.

This approach makes the credit recognition procedures for mobility students both flexible and relevant.

Curriculum
Bachelor Educational Programme in Preschool Education

Name of the course	Code of the course	ECTS Credits/ Hours	Student workload		Prerequisite	Semester	
			Contact hours	Independent hours			
1. Free (Mandatory) courses (40 ECTs)							
1	Academic Writing	SFB.1	5/125	35	90	No Prerequisite	2
1	Academic Writing (Eng)		5/125	35	90	No Prerequisite	2
2	Information technology	SFB.2	5/125	49	76	No Prerequisite	1
3	History of Philosophy (Conceptual issues)	SFB.3	5/125	49	76	No Prerequisite	1
4	Democracy and Citizenship	SFB.4	5/125	49	76	No Prerequisite	3
Foreign language module (20 ECTs)							
Foreign (English) language component (For B.1 level)							
5.1	English Language Practical Course (B 2.1)	SFB.5.1.1	5/125	64	61	No Prerequisite	1
5.2	English Language Practical Course (B 2.2)	SFB.5.1.2	5/125	64	61	SFB.5.1.1	2
5.3	English Language Practical Course (B 2.FCE1)	SFB.5.1.3	5/125	64	61	SFB.5.1.2	3
5.4	English Language Practical Course (B 2.FCE2)	SFB.5.1.4	5/125	64	61	SFB.5.1.3	4
Foreign (English) language component (For A.2 level)							
5.1	English Language Practical Course (B1.1)	SFB.5.1.7	5/125	64	61	No Prerequisite	1
5.2	English Language Practical Course (B1.2)	SFB.5.1.8	5/125	64	61	SFB.5.1.7	2
5.3	English Language Practical Course (B2.1)	SFB.5.1.5	5/125	64	61	SFB.5.1.8	3
5.4	English Language Practical Course (B2.2)	SFB.5.1.6	5/125	64	61	SFB.5.1.5	4
Foreign (English) language component (For A.1 level)							
5.1	English Language Practical Course (A 2.1)	SFB.5.1.7	5/125	64	61	No Prerequisite	1
5.2	English Language Practical Course (A 2.2)	SFB.5.1.8	5/125	64	61	SFB.5.1.7	2
5.3	English Language Practical Course (B 1.1)	SFB.5.1.5	5/125	64	61	SFB.5.1.8	3
5.4	English Language Practical Course (B 1.2)	SFB.5.1.6	5/125	64	61	SFB.5.1.5	4
Foreign (English) language component (In case the competence cannot be confirmed)							
5.1	English Language Practical Course (A .1)	SFB.5.1.9	5/125	64	61	No Prerequisite	1
5.2	English Language Practical Course (A 2.1)	SFB.5.1.7	5/125	64	61	SFB.5.1.9	2
5.3	English Language Practical Course (A 2.2)	SFB.5.1.8	5/125	64	61	SFB.5.1.7	3

5.4	English Language Practical Course (B 1.1)	SFB.5.1.5	5/125	64	61	SFB.5.1.8	4
Foreign (German) language component (For B.1 level)							
5.1	German Language Practical Course (B2.1.)	SFB.5.2.1	5/125	64	61	No Prerequisite	1
5.2	German Language Practical Course (B2.2.)	SFB.5.2.2	5/125	64	61	SFB.5.2.1	2
5.3	German Language Practical Course (B2.3.)	SFB.5.2.3	5/125	64	61	SFB.5.2.2	3
5.4	German Language Practical Course (B2.4.)	SFB.5.2.4	5/125	64	61	SFB.5.2.3	4
Foreign (German) language component (For A.2 level)							
5.1	German Language Practical Course (B1.1)	SFB.5.2.5	5/125	64	61	No Prerequisite	1
5.2	German Language Practical Course (B1.2)	SFB.5.2.6	5/125	64	61	SFB.5.2.5	2
5.3	German Language Practical Course (B2.1)	SFB.5.2.7	5/125	64	61	SFB.5.2.6	3
5.4	German Language Practical Course (B2.2)	SFB.5.2.8	5/125	64	61	SFB.5.2.7	4
Foreign (German) language component (For A.1 level)							
5.1	German Language Practical Course (A 2.1)	SFB.5.2.9	5/125	64	61	No Prerequisite	1
5.2	German Language Practical Course (A 2.2)	SFB.5.2.10	5/125	64	61	SFB.5.2.9	2
5.3	German Language Practical Course (B 1.1)	SFB.5.2.11	5/125	64	61	SFB.5.2.10	3
5.4	German Language Practical Course (B 1.2)	SFB.5.2.12	5/125	64	61	SFB.5.2.11	4
Foreign (Russian) language component (For B.1 level)							
5.1	Russian Language Practical Course (B 2.1.1)	SFB.5.3.1	5/125	64	61	No Prerequisite	1
5.2	Russian Language Practical Course (B 2.1.2)	SFB.5.3.2	5/125	64	61	SFB.5.3.1	2
5.3	Russian Language Practical Course (B 2.2.1)	SFB.5.3.3	5/125	64	61	SFB.5.3.2	3
5.4	Russian Language Practical Course (B 2.2.2)	SFB.5.3.4	5/125	64	61	SFB.5.3.3	4
Foreign (Russian) language component (For A.2 level)							
5.1	Russian Language Practical Course (B1.1)	SFB.5.3.5	5/125	64	61	No Prerequisite	1
5.2	Russian Language Practical Course (B1.2)	SFB.5.3.6	5/125	64	61	SFB.5.3.5	2
5.3	Russian Language Practical Course (B2.1)	SFB.5.3.7	5/125	64	61	SFB.5.3.6	3
5.4	Russian Language Practical Course (B2.2)	SFB.5.3.8	5/125	64	61	SFB.5.3.7	4
Foreign (Russian) language component (For A.1 level)							
5.1	Russian Language Practical Course (A 2.1)	SFB.5.3.9	5/125	64	61	No Prerequisite	1
5.2	Russian Language Practical Course (A 2.2)	SFB.5.3.10	5/125	64	61	SFB.5.3.9	2

5.3	Russian Language Practical Course (B 1.1)	SFB.5.3.1 1	5/125	64	61	SFB.5.3.10	3
5.4	Russian Language Practical Course (B 1.2)	SFB.5.3.1 2	5/125	64	61	SFB.5.3.11	4
2. Mandatory courses in the main field of study/specialization – 110							
1	Child Psychology, Theories of Learning and Development	SPEB.01 12.1	5/125	49	76	No Prerequisite	1
2	Foundations of Early Education	SPEB.01 12.2	5/125	34	91	No Prerequisite	1
3	Early Education Management, Regulatory Documents, and Professional Ethics	SPEB.01 12.3	5/125	49	76	No Prerequisite	3
4	Methodology of Implementing the Educational Process in Early Education	SPEB.01 12.4	5/125	49	76	Curricula in Early Education	3
5	A child-centered, educational, and physically supportive environment	SPEB.01 12.5	5/125	49	76	Foundations of Early Education	2
6	Observation and Assessment in Preschool Education	SPEB.01 12.6	5/125	49	76	Foundations of Early Education	2
7	Health and Child Care. First Aid	SPEB.01 12.7	5/125	34	91	No Prerequisite	3
8	Collaboration with Families and Communities, Positive Parenting	SPEB.01 12.8	5/125	32	93	No Prerequisite	3
9	Play	SPEB.01 12.9	5/125	49	76	Child Psychology, Theories of Learning and Development	2
10	Children's Rights	SPEB.01 12.10	5/125	34	91	No Prerequisite	5
11	Peculiarities of Working with Children with Special Educational Needs	SPEB.01 12.11	5/125	49	76	Early Inclusive Education; Observation and Assessment in Preschool Education	5
12	Diversity and Early Inclusive Education	SPEB.01 12.12	5/125	49	76	No Prerequisite	4
13	School Readiness and Transition	SPEB.01 12.13	5/125	49	76	No Prerequisite	5
14	Curricula in Early Education	SPEB.01 12.14	5/125	34	91	No Prerequisite	2
15	Development of Language, Speech,	SPEB.01	5/125	49	76	No Prerequisite	4

	Communication, and Literacy	12.15					
16	Mathematical Concepts and Representations in Early Education	SPEB.01 12.16	5/125	34	91	Methodology of Implementing the Educational Process in Early Education	5
17	Visual and Performing Arts	SPEB.01 12.17	5/125	37	88	Methodology of Implementing the Educational Process in Early Education	5
18	Science and Fun Experiments	SPEB.01 12.18	5/125	32	93	Methodology of Implementing the Educational Process in Early Education	6
19	Mentoring and Coaching	SPEB.01 12.19	5/125	49	76	No Prerequisite	7
20	Project-Based Learning and Research in Preschool Education	SPEB.01 12.20	5/125	45	80	No Prerequisite	8
3. Practice in accordance with sectoral benchmarks (40 ECTS)							
1	Introductory Practice 1	SPEB.01 12.21	5/125	74	51	No Prerequisite	2
2	Introductory Practice 2	SPEB.01 12.22	5/125	74	51	Introductory Practice 1	3
3	Professional Practice in Preschool Institution 1	SPEB.01 12.23	10/250	147	103	Introductory Practice 2	6
4	Professional Practice in Preschool Institution 2	SPEB.01 12.24	10/250	147	103	Professional Practice in Preschool Institution 1	7
5	Professional Practice in Preschool Institution 3	SPEB.01 12.25	10/250	147	103	Professional Practice in Preschool Institution 2	8
4. Elective courses in the main field of study/specialization -50 ECTS							
1	Effective Communication	SPEB.01 12.E1	5/125	34	91	No Prerequisite	4
2	Literacy and Children's Literature	SPEB.01 12.E2	5/125	49	76	No Prerequisite	4
3	Foundations of Multicultural Education	SPEB.01 12.E3	5/125	77	48	No Prerequisite	5

4	Gender Issues in Education	SPEB.01 12.E4	5/125	34	91	No Prerequisite	5
5	Teaching Disaster Risk Reduction in Preschool Education	SPEB.01 12.E5	5/125	45	80	No Prerequisite	6
6	Georgian Spelling and Pronunciation	SPEB.01 12.E6	5/125	34	91	No Prerequisite	7
7	Career Management and Leadership	SPEB.01 12.E7	5/125	45	80	No Prerequisite	8
8	Modern Approaches of Learning and Teaching	SPEB.01 12.E8	5/125	45	80	No Prerequisite	7
9	Creating a Non-Violent Environment and Implementing Referral	SPEB.01 12.E9	5/125	45	80	No Prerequisite	8
10	Foundations of Multilingual Education	SPEB.01 12.E10	5/125	77	48	No Prerequisite	6
5. Free Elective courses -10 ECTS							
1	Free Elective Courses		10/250			No Prerequisite	8
			240 ECST				

Recommended semester-by-semester distribution of the curriculum

#	1 semester	ECTS	#	2 semester	ECTS
1	Information Technology	5/125	1	Academic Writing/ Academic Writing (Eng)	5/125
2	History of Philosophy (Conceptual issues)	5/125	2	English Language Practical Course (B 2.2)	5/125
3	English Language Practical Course (B 2.1)	5/125	3	A child-centered, educational, and physically supportive environment.	5/125
4	Child Psychology, Theories of Learning and Development	5/125	4	Observation and Assessment in Preschool Education	5/125
5	Foundations of Early Education	5/125	5	Play	5/125
			6	Curricula in Early Education	5/125
			7	Introductory Practice 1	5/125
		25			35

#	3 semester	ECTS	#	4 semester	ECTS
1	Democracy and Citizenship	5/125	1	English Language Practical Course (B 2.FCE2)	5/125
2	English Language Practical Course (B 2.FCE1)	5/125	2	Diversity and Early Inclusive Education	5/125
3	Early Education Management, Regulatory Documents, and Professional Ethics	5/125		Development of Language, Speech, Communication, and Literacy	5/125
4	Methodology of Implementing the Educational Process in Early Education	5/125		Effective Communication	5/125
5	Health and Child Care. First Aid	5/125		Literacy and Children's Literature	5/125
6	Collaboration with Families and Communities, Positive Parenting	5/125			
7	Introductory Practice 2	5/125			
		35			25

#	5 semester	ECTS	#	6 semester	ECTS
1	Children's Rights	5/125	1	Science and Fun Experiments	5/125
2	Peculiarities of Working with Children with Special	5/125	2	Professional Practice in Preschool Institution 1	10/250

	Educational Needs				
3	School Readiness and Transition	5/125	3	Teaching Disaster Risk Reduction in Preschool Education	5/125
4	Mathematical Concepts and Representations in Early Education	5/125	4	Foundations of Multilingual Education	5/125
5	Visual and Performing Arts	5/125			
6	Foundations of Multicultural Education	5/125			
7	Gender Issues in Education	5/125			
		35			25

#	7 semester	ECTS	#	8 semester	ECTS
1	Mentorship and Coaching	5/125	1	Professional Practice in Preschool Institution 3	10/250
2	Professional Practice in Preschool Institution 2	10/250	2	Career Management and Leadership	5/125
3	Georgian Spelling and Pronunciation	5/125	3	Project-Based Learning and Research in Preschool Education	5/125
4	Modern Approaches of Learning and Teaching	5/125	4	Creating a Non-Violent Environment and Implementing Referral	5/125
5			5	Free courses	10
6		25			35

Annex 3

Human Resources Implementing the Program			
	Course Title	Name and Surname	Academic Degree. Position
Mandatory courses in the main field of study/specialization			
1.	Child Psychology, Theories of Learning and Development	Nino Labartkava Natela Tsiramua	Doctor of Psychology. Invited Expert; Master. Invited Specialist
2	Foundations of Early Education	Nino Labartkava	Doctor of Psychology. Invited Specialist. Expert
3	Early Education Management, Regulatory Documents, and Professional Ethics	Lali Abdaladze Nato Panchulidze	Doctor of Education. Associate Professor Master. Vanderbilt University. Expert in Early Childhood Education; Invited Specialist
4	Methodology of Implementing the Educational Process in Early Education	Iagor Balanchivadze Nino Tsatsua	Doctor of Education/ Invited Personnel Bachelor/ Invited Practitioner
5	A child-centered, educational, and physically supportive environment	Iagor Balanchivadze	Doctor of Education. Invited Personnel
6.	Observation and Assessment in	Iagor Balanchivadze	Doctor of Education. Invited Personnel

	Preschool Education	Lana Jikia	Teacher. Invited Specialist
7	Health and Child Care. First Aid	Nino Kakulia	Pediatrician. Invited specialist having practical experience
8	Collaboration with Families and Communities, Positive Parenting	Nato Kobuladze Dali Berandze	Doctor of Education. Associate Professor Doctor of Philology. Associate Professor
9	Play	Nino Labartkava Nino Tsatsua	Doctor of Psychology. Invited specialist. Expert. Bachelor in Humanitarian Sciences. Specialist having practical experience
10	Children's Rights	Sopio Moralishvili Rona Pertia Vasil Gakharia	Doctor of education. Associate professor Doctor of Law. Associate professor Lawyer. Invited specialist
11	Peculiarities of Working with Children with Special Educational Needs	Nato Kobuladze	Doctor of education. Associate professor
12	Diversity and Early Inclusive Education	Nato Kobuladze Dali Berandze	Doctor of education. Associate professor Doctor of Philology. Associate Professor
13	School Readiness and Transition	Iagor Balanchivadze Tea Chikovani Nino Tsatsua	Doctor of education. Invited personnel Specialist having practical experience. Invited specialist Bachelor in Humanitarian Sciences/ Specialist having practical experience, Invited specialist
14	Curricula in Early Education	Nato Kobuladze	Doctor of education. Associate professor
15	Development of Language, Speech, Communication, and Literacy	Sopiko Baramidze Medea Kortua	Psychology. Invited specialist Bachelor in Philology. Staff having practical experience
16	Mathematical Concepts and Representations in Early Education	Vladimer Adeishvili Manan Sherozia	Doctor of education. Invited personnel Teacher. Invited teacher
17	Visual and Performing Arts	Rusudan Takaishvili Tamar Takaishvili	PhD. Invited specialist MA, Painter. Invited specialist
18	Science and Fun Experiments	Shorena Tkemaladze Mikheil Labartkava	Doctor of education. Invited personnel Invited specialist
19	Mentorship and Coaching	Nato Kobuladze Dali Berandze	Doctor of education. Associate professor Doctor of education. Associate professor
20	Project-Based Learning and Research in Preschool Education	Shorena Tkemaladze	Doctor of education. Invited personnel
21	Introductory Practice 1	Iagor Balanchivadze Lela Grigolaia	Doctor of education/ Invited professor Teacher. Invited practitioner specialist

22	Introductory Practice 2	Iagor Balanchivadze Lela Grigolaia	Doctor of education/ Invited professor Teacher. Invited practitioner specialist
23	Professional Practice in Preschool Institution 1	Iagor Balanchivadze Lela Grigolaia	Doctor of education/ Invited professor Teacher. Invited practitioner specialist
24	Professional Practice in Preschool Institution 2	Iagor Balanchivadze Lela Grigolaia	Doctor of education/ Invited professor Teacher. Invited practitioner specialist
25	Professional Practice in Preschool Institution 3	Iagor Balanchivadze Lela Grigolaia	Doctor of education/ Invited professor Teacher. Invited practitioner specialist
Free Elective Courses			
26	Effective Communication	Asmat Shonia	Doctor of Philology. Associate Professor
27	Literacy and Children's Literature	Khatuna Gogia	Doctor of Philology. Associate Professor
28	Foundations of Multicultural Education	Lali Abdaladze Asmat Shonia	Doctor of Education. Associate Professor Doctor of Philology. Associate Professor
29	Gender Issues in Education	Sopio Moralishvili Dali Berandze	Doctor of Education. Assistant Professor Doctor of Philology. Associate Professor
30	Teaching Disaster Risk Reduction in Preschool Education	Tamriko Lukava	Master in Education. Assistant Professor
31	Georgian Spelling and Pronunciation	Asmat Shonia	Doctor of Philology. Associate Professor
32	Career Management and Leadership	Tamriko Lukava	Doctor of Education. Assistant Professor
33	Modern Approaches of Learning and Teaching	Nino Petviashvili Nino Orjonikidze	Doctor of Pedagogy. Associate Professor Doctor of Education. Associate Professor
34	Creating a Non-Violent Environment and Implementing Referral	Shorena Tkemaladze Rona Pertia Vasil Gakharia	Doctor in Education. Invited staff Doctor in International Law. Associate Professor Lawyer. Invited Specialist
35	Foundations of Multilingual Education	Asmat Shonia	Doctor of Philology. Associate Professor
Free (Compulsory) courses			
36	Academic Writing	Teona Khupenia Asmat Shonia	Doctor of Philology. Professor Doctor of Philology. Associate Professor
37	Academic Writing (Eng)		
38	Information Technology	Revaz Khaindrava Dima Sichinava Marika Kakulia	Doctor of Economics. Associate Professor Master. Assistant-Professor Invited Specialist
39	History of Philosophy (Conceptual	Irakli Taboridze	Doctor of Philosophy. Associate Professor

	issues)		
40	Democracy and Citizenship	Lasha Narsia	Doctor of Economics. Associate Professor
41	Foreign(English) Language Component	Sopio Kvaratskhelia Tamriko Luakva Natia Tsipuria	
42	Foreign(German) Language Component	Tinatin Lolua	Teacher
43	Foreign(Russian) Language Component	Dali Berandze	Associate Professor

Map of Programme Learning Outcomes

1 - Introduction; 2 - Deepening; 3 - Reinforcement

N	Course title	Learning Outcomes						
		Outcome 1.1	Outcome 1.2.	Outcome 1.3.	Outcome 1.4.	Outcome 2.1.	Outcome 2.2.	Outcome 3.1.
1.	Child Psychology, Theories of Learning and Development	1						
2.	Foundations of Early Education	1						
3.	Early Education Management, Regulatory Documents, and Professional Ethics				1			
4.	Methodology of Implementing the Educational Process in Early Education	1	1		1	1		
5.	A child-centered, educational, and physically supportive environment		2	2				
6.	Observation and Assessment in Preschool Education	2				2		
7.	Health and Child Care. First Aid	2			2	2		
8.	Collaboration with Families and Communities, Positive Parenting	2	2	2	2		2	
9.	Play	2	2	2		2		

10.	Children's Rights	1			1			
11.	Peculiarities of Working with Children with Special Educational Needs	2	2	2	2	2	2	2
12.	Diversity and Early Inclusive Education	2	2	2	2			
13.	School Readiness and Transition		2		2		2	
14.	Curricula in Early Education		2	2				
15.	Development of Language, Speech, Communication, and Literacy	2	2			2		
16.	Mathematical Concepts and Representations in Early Education	2	2			2		
17.	Visual and Performing Arts	2	2			2		
18.	Science and Fun Experiments	2	2			2		
19.	Mentoring and Coaching					2	2	2
20.	Project-Based Learning and Research in Preschool Education							
21.	Introductory Practice 1					3	3	3
22.	Introductory Practice 2					3	3	3
23.	Professional Practice in Preschool Institution 1		3			3	3	3
24.	Professional Practice in Preschool Institution 2					3	3	3
25.	Professional Practice in Preschool Institution 3					3	3	3
26.	Effective Communication							
27.	Literacy and Children's Literature							
28.	Foundations of Multicultural Education							
29.	Gender Issues in Education							
30.	Teaching Disaster Risk Reduction in Preschool Education							
31.	Georgian Spelling and Pronunciation							
32.	Career Management and Leadership							

33.	Modern Approaches of Learning and Teaching							
34.	Creating a Non-Violent Environment and Implementing Referral							
35.	Foundations of Multilingual Education							
36.	Academic Writing							
37.	Academic Writing (Eng)							
38.	Information Technology							
39.	History of Philosophy (Conceptual issues)							
40.	Democracy and Citizenship							
41.	Foreign(English) Language Component							
42.	Foreign(German) Language Component							
43.	Foreign(Russian) Language Component							