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Methodological Guideline for the Development of a National Model of Academic Programs and Recognition of Foreign Qualifications and Credit Transfer

INTRODUCTION

The present Guideline has been designed by the Working Group within the frames of Erasmus+ Boosting Armenian Universities Internationalization Strategy & Marketing/BOOST Project. The main goal of the Guideline¹ is to develop a national model which will promote the internationalization of Armenian HEIs and ensure graduates' competitiveness in national and international labor markets.

The manual was developed on the basis of recommendations of the Bologna Process Follow-up Group (BFUG) as a tool to promote the internationalization of Armenian HEIs, to improve the orientation of HEIs and to provide systematic presentation of Academic Programs on the official website. The Guide aims to help Armenian HEIs make their activities internationally visible and attractive, improve their Academic Programs in terms of structure and quality assurance, raise the level of awareness of foreign students on Academic Programs and become a desirable place for external stakeholders to conduct research and obtain higher education.

The present document also provides advice and recommendations on the processes of recognition of foreign qualifications and credit accumulation and transfer for incoming and outgoing mobility students, as well as other reference documents that may be useful for recognition of studies.

European Higher Education Area (EHEA) is an attractive field for international students, largely due to the overall structure of the academic programs and the quality assurance system². However, there is a stiff competition nowadays for attracting foreign students.

According to the EHEA Mobility Strategy³ for 2020, it is recommended for the National Higher Education Systems to improve information provision and dissemination on education programs. Developing and updating complex information about academic programs on online platforms will enable international students to easily obtain the information required, which will significantly enhance student mobility.

In this regard, the need to improve and supplement information on academic programs and student support services on HEI websites is particularly important. According to the recommendations of BFUG, it is necessary to develop an overall structure of the national database, its principles and standards of presentation; to improve the information provided to international students in each state included in the EHEA; as well as create opportunities for cooperation (e.g., joint academic programs).

¹We have taken into consideration the Guide for Program Specification and Course Descriptors developed within the Tempus ARMENQA Project. (Yerevan, 2017).

²http://ehea.info/media.ehea.info/file/2015_Yerevan/71/7/MI_WG_Report_613717.pdf, p. 41.

³ Mobility Strategy 2020 for the European Higher Education Area. Mobility for Better Learning.

Particular attention should be paid to the comparability and compatibility of the qualifications, learning outcomes, teaching and learning methods, quality assurance and other factors of HEIs in different countries, while preserving the cultural identity and diversity of the countries involved in the EHEA.

The information supplied by HEIs will continually be updated on the BOOST project online platform⁴, thereby providing stakeholders with further and more detailed information.

⁴ <http://studyinarmenia.am/en>

SECTION 1: METHODOLOGY FOR THE DEVELOPMENT OF THE NATIONAL MODEL OF ACADEMIC PROGRAMS

The development of academic programs is based on the following basic principles:

1. Clearly defined goals of the programs and expected learning outcomes;
2. Availability of national and international program guidelines and / or standards, including relevant subject guidelines⁵, European and / or national higher education qualifications;
3. Methods and evaluation for obtaining the expected learning outcomes clearly set out in the programs;
4. Information on the availability of human and material resources required for the program implementation.

The development of academic programs commences with defining the goals of the program followed by the formulation of the learning outcomes of the program. Next the modes of evaluation ensuring the assessment of students' knowledge, abilities and skills are to be determined. The development process is concluded by the choice of the most effective teaching and learning methods. Consequently, the interrelation between the following three key program design elements are of crucial importance in terms of a proper academic program development:

- ***Expected learning outcomes of the project***,
- ***Teaching and learning methods*** designed for the students' successful achievement of the intended outcomes,
- ***Evaluation***, which determines the level of achievement of those outcomes.

1. The goals of the program are planned academic intentions that generally describe what students can learn through the program.

The goals of the project differ from the learning outcomes and have two distinctive features:

- a) The goals outline the academic achievements which can be obtained by the students participating in the program.
- b) The achievement of goals cannot be evaluated directly in the course of learning.

2. Learning outcomes describe what a student is expected to know, understand, and be able to demonstrate upon completion of a unit of study or a course. They are defined in terms of *knowledge, skills, and abilities*. The learning outcomes and assessment criteria together determine the credit requirements. Learning outcomes aim to:

- help students understand what is expected of them during their studies;
- assist lecturers in selecting appropriate learning, teaching, and assessment strategies and methodologies, thereby contributing to the student's acquisition of appropriate knowledge, abilities, and skills;

⁵Subject descriptors are generally defined minimal education requirements for awarding qualifications in a particular subject area and are vital sources for universities in the process of design and development of new academic programs within the particular subject area.

- assist the teacher and the student in measuring student progress.

3. AP Learning Outcomes

The National Qualifications Framework of the Republic of Armenia (NQF) is a general orientation system that links different levels of qualifications hierarchically - from lowest to highest.

The NQF determines the learning outcomes achieved according to each level of education.

The Qualifications Framework of the Republic of Armenia has eight Levels, each of which has its clear characteristics based on knowledge, abilities, and skills.⁶

Formulating Module Learning Outcomes

Module learning outcomes provide students with information as to what they are expected to know, understand and be able to do, and indicate what is to be specifically assessed at the end of the module.

The learning outcomes of the module should meet the following requirements:

- the learning outcomes of the academic module should be formulated at an acceptable (threshold) minimum level,
- the achievement of all the learning outcomes of the academic module should be evaluated,
- to get a passing grade, the student must achieve all the learning outcomes set for the module.

5. Selection of the Teaching and Learning Methods

In order to successfully achieve students' expected learning outcomes it is important to consider what types of learning to choose. This will define the teaching methods which will maximally support the successful implementation of the learning outcomes. The role of teaching should be providing students with ample opportunities to successfully acquire and advance the required knowledge, abilities, and skills.

6. Alumni Career and Employment Opportunities

If academic programs envisage internships, students should be provided with relevant information on its (their) nature and its (their) role in the qualification awarded as well as the support provided by the lecturers.

The academic program should contribute to the development of the graduates' career and the continuation of their education at the next education level. In cases when the academic programs are not narrowly tailored, it is necessary to acquaint the applicants with some typical examples of program graduates' professional activities.

⁶ <https://www.arlis.am/documentview.aspx?docid=66856>

7. Using Program Descriptors

Academic programs must comply with existing national and international program guidelines and /or standards. The following official sources may serve as external guidelines for project design and development:

- requirements of the RA Law on Higher and Postgraduate Professional Education;
- state education standards for higher education;
- European Qualifications Framework for Lifelong Learning;
- the basis of European higher education qualifications;
- the national basis for higher education qualifications;
- requirements and instructions (if any) from relevant professional organizations / structures, legislative and sector bodies;
- objective guidelines set at the transnational level (such as British academic program guidelines for different subject areas);
- program accreditation / evaluation criteria of the National Center for Professional Education Quality Assurance;
- similarly developed programs by leading foreign universities;
- other documents related to the particular program.

SECTION 2: LEARNING RESOURCES

The precondition for a successful implementation of any academic program is the availability of relevant resources. The quality of the resources directly affects the quality of the program. The relevant teaching and ancillary staff are essential resources. The resources also include instructional infrastructures and the material and technical base for teaching and research activities. These two types of resources are subject to constant accounting and improvement.

Below is represented the list of the key learning resources required for the successful implementation of the academic program.

Teaching and ancillary staff:

The program should be provided with high quality and competent teaching and educational support staff to implement and evaluate it. They should have the appropriate skills (professional, pedagogical) and qualifications; they should also be well-informed not only about their section of the program but also the whole program.

Educational and methodological materials (textbooks, journals and multimedia resources)⁷:

The University acquires these resources and provides the students with them for free use. The library is the main structure for acquiring and deploying these resources; additional resources such as the university's internal network, faculty and chair libraries and professional cabinets can be used though.

- **Technical means:**

These are technical means of information: audio-visual equipment, laboratory equipment and others.

- **Learning areas:**

At all stages of the program implementation students should be provided with adequate classroom/learning areas. Lecturers also need to be provided with appropriate facilities to prepare for lectures and to meet students.

- **Internship organization and management:**

This is the essential component of an academic program which aims at formulating and developing a number of professional abilities and skills which should be implemented at a proper level.

- **Financial means:**

Adequate funding should be provided to ensure a smooth implementation of the project.

⁷The list of the main textbooks, training manuals and other teaching materials necessary for the courses included in the program should be determined by the teaching staff.

SECTION 3: PROJECT DOCUMENTATION PACKAGE

1. Program Specification

Academic program specification form is a brief description of the program objectives and the expected learning outcomes. It should detail the expected learning outcomes defined in terms of knowledge, abilities and skills, familiarize with teaching and learning methods which will make it possible to obtain those learning outcomes as well as assessment methods that will enable students to manifest those outcomes.

The academic program template includes:

1. name of the academic program and specialization number,
2. full name of the university,
3. program approval and / or accreditation data (if applicable),
4. qualification awarded,
5. academic year of the program launch,
6. language of instruction,
7. mode of study (full-time, distant),
8. program eligibility criteria,
9. program objectives,
10. learning outcomes of the program (theoretical knowledge, abilities and skills), teaching, learning and assessment methods, rules and regulations, criteria and forms.
11. structure of the program, academic modules according to the academic years and semesters (including internships and graduation forms), credits and progress requirements,
12. curriculum map (it links the learning outcomes of the program with the curriculum modules and indicates the academic year at the end of which those learning outcomes should be achieved by all the students),
13. professional career opportunities,
14. resources and forms of learning support,
15. relevant state education standards or course descriptors which have been used to determine program outcomes,
16. other external and internal program descriptors which have been used while developing the program,
17. additional information (if need be).

The program template is used as a source of information by:

- students and applicants who want to understand the essence and objectives of the program,
- stakeholders, educational experts and external evaluators in order to get acquainted with the professional abilities and skills developed through the program,
- relevant regulatory authorities that accredit higher education programs or authorize professional activities (for example, in case of regulated professions), as the program

template also represents the parts of the program designed to meet the requirements of the appropriate regulatory authority,

- higher educational and program-approving institutions to ensure that program developers have clearly defined expected learning outcomes, and that those outcomes are realistic and measurable. They can as well serve as benchmarks for internal expertise and monitoring.

- program implementers to provide feedback for students and graduates to find out to what extent the educational opportunities of the program ensure the full achievement of the expected learning outcomes.

The annexes provide samples of academic program templates offered by project member Armenian higher educational institutions.

2.Training Module Descriptors

The courses/training modules included in Bachelor's and Master's academic programs are presented in the program guide with the following descriptors.

1. academic module number,
2. academic module name,
3. number of credits allocated to each module,
4. total hours per week,
5. hours according to the mode of study,
6. semester (autumn/spring),
7. assessment type (examination, pass-examination),
8. academic module objective,
9. learning outcomes,
10. summary of the course,
11. assessment methods and criteria,
12. compulsory reading list.

It should be noted that the template summarizes the brief description of the program peculiarities and those learning outcomes which students are supposed to achieve if they fully utilize the opportunities granted to them through the program.

The following format of the course description was drawn up on the basis of the sample of course components described in European universities. An attempt has been made to choose a format that provides comparatively brief and comprehensive information.

NAME OF THE ACADEMIC PROGRAM

1. [Course name]			
2. [Study cycle]	3. [Year of study]	4. [Semester]	5.[Course status (compulsory/ elective)]
6.Number of teaching hours]	7. Number of hours for individual work]	8.[ECTS credits]	9. [Assessment type (oral,written, mixed)]
10. Language(s) of instruction:			
11. Course Objectives: • •			
12. Course structure: • ...(the main topics of the course are mentioned here)			
13. The learning outcomes of the course: •			
14. Teaching and learning methods: •			
15. Compulsory reading:			

SECTION 4: RECOGNITION OF FOREIGN QUALIFICATIONS AND CREDIT TRANSFER AND ACCUMULATION

The following section of the guideline is dedicated to the process of recognition of qualifications, accumulation and transfer of credits gained through mobility.

According to the Lisbon Recognition Convention and the Bologna Declaration, the process of recognition of qualifications in European higher education can be carried out at three main levels:

- Recognition of qualifications (including previous education) and professional experience which gives an opportunity to continue education;
- Recognition of short-term learning related to student mobility having the European Credit Transfer and Accumulation System as a key tool;
- Recognition of complete educational degrees in which the diploma supplement is the main instrument ⁸.

Recognition is carried out by competent authorities who should make a fair decision based on transparent procedures. Applicants should be informed about the possibility of appeal if they do not agree with the decision. Partial recognition of qualifications is possible in some cases.

1.1. Recognition of qualifications

According to Article 36 of the Lisbon Convention, qualifications of almost the same level may differ in terms of content, workload, orientation and learning outcomes. While assessing the existing differences in foreign qualifications, one should be flexible and take into consideration the purpose for which the recognition is made (for example, educational or professional recognition), on the basis of which it will be possible to partially recognize or not recognize foreign qualifications. Article 37 of the same Convention states that foreign qualifications should be recognized if there are no noticeable differences between the qualifications and if the state qualification corresponds to the foreign qualification.

The European Recognition Manual (2012)⁹ states that focusing on the five key components of qualifications (educational level, workload, quality, orientation and learning outcomes) and taking into account the main differences, the competent authorities who carry out the recognition should not mechanically identify foreign qualifications with their state qualifications but focus on the “recognition” process taking the essential differences as a basis¹⁰.

The ECTS Manual (2015) states: “Essential differences are the differences between foreign qualifications and national qualifications which are so important that they will most likely hinder an applicant from succeeding in a desirable field of activity, such as further study, research or employment”.

⁸ See ECTS Guideline – 2015, page 88:

⁹ <http://eurorecognition.eu/emanual/>.

¹⁰ See ECTS Guideline, page 35.

The difficult responsibility for proving the essential difference lies with the competent authorities of the recipient country who should be guided by the following principles:

- not every difference should be considered as “essential”;
- the existence of an “**essential difference**” does not mean an outright rejection of a foreign qualification;
- the difference should be essential in terms of the qualification function and the purpose of the recognition¹¹.

As mentioned in the manual developed by V. Gehmlich and G. Harutyunyan, the process of recognition of qualifications has developed a different character in recent years, namely, conditioned by the student-centered education, the “content” has been substituted for the concept “educational cycle” in which learning outcomes are taken into consideration¹².

The frameworks of qualifications are not created as a “career level”, which requires that a student continue his educational activity in the already started field. In other words, the recognition of qualifications should be carried out in a very flexible way to give opportunities and not to hinder the development of an individual. This also refers to the universities in the same country; a flexible approach is needed, maintaining fairness and transparency of the process at the same time.

The number of credits allocated to qualifications may indicate workload but it cannot be considered a recognition-limiting factor. The workload may be 180, 210 or 240 credits to get a Bachelor’s degree; the student is awarded a Bachelor’s degree which is in no way superior to the other. Differences in workload may be caused by differences occurred in secondary education or other reasons, such as mobility windows or the expansion of study areas to the same degree. The same is true about Master’s programs where the workload is 60, 90 or 120 credits. It is not assumed either that, for example, a 90-credit Master’s degree program can be pursued only by those students who have a Bachelor’s degree of at least 210 credits.

To exclude different interpretations, the competent authority should carry out an open policy. If restrictions exist at the national or institutional level, that very body should try to correct the mistake. It should have close relations with employers, federations and trade unions, as well as with students. This position should help national authorities to broaden the national qualification frameworks for higher education and professional qualifications to the same level but different from one another and provide consulting support for further education.

¹¹Ibid, p. 36, as well as <http://eurorecognition.eu/emanual/Chapter%2010/default.aspx>

¹² Toolkit on Enhancing Accountability and Transparency in Curriculum Development and Student Assessment, 2016, p. 59.

Recognition of foreign qualifications in RA is entrusted to the National Information Centre for Academic Recognition and Mobility (ArmEnic) which carries out a fair and transparent process of evaluation and recognition of foreign and national academic and professional qualifications in the Republic of Armenia (RA) according to the main provisions of National Law and the Lisbon Recognition Convention. ArmEnic provides information and consultation to local and foreign institutions as well as individuals on different educational systems and qualifications awarded, national frameworks of qualifications and transparency tools (credit systems, diploma supplement, etc.).

The activity of ArmEnic contributes to the visibility and internationalization of higher education in the Republic of Armenia, promotes academic mobility, and contributes to the implementation of the reforms of the European Higher Education Area and the investment of the universal values in RA.

ArmEnic started its activity in 2006 according to the decision of the government of RA. The ratification of the Lisbon Recognition Convention by the government of the Republic of Armenia in 2004 and joining the Bologna process in 2005 have been the preconditions for the establishment of ArmEnic. ArmEnic is a full member of Enic-Naric network.

1.2. Recognition of Educational Components

Due to the large-scale investments made in recent years within the frameworks of the Erasmus+ program a number of higher educational institutions in Armenia carry out international credit mobility with EU partner universities. Although the mobility process started almost 30 years ago in many European universities, it does not have a long history in Armenia. The Ministry of Education and Science of the Republic of Armenia accepted the regulation of “Academic Mobility of Students in Higher Education Institutions” for the first time on August 25, 2011¹³, which, however, does not provide full opportunities for Armenian universities to orient in the process of mobility and credit recognition.

Some higher educational institutions in Armenia succeed in organizing mobility not only through European grants with EU higher educational institutions, but also with CIS HEIs and China within the framework of mutual agreement mentioned in bilateral contract. Higher educational institutions which have signed a bilateral contract for mobility assume some responsibility, including, but not limited to international students’ accommodation, tuition fees, and free library resources. Some expenses, however, should be incurred by the students themselves.

ECTS has been developed in order to promote short-term learning mobility between institutions. The following supporting documents can contribute to the recognition of credits for mobility:

- program guide of academic disciplines,
- learning agreement,
- transcript of records,
- training certificate¹⁴.

¹³ <http://www.arlis.am/DocumentView.aspx?DocID=70813>

¹⁴See ECTS Guideline– 2015, page 38.

As a result of mobility the student has a right to transfer the following number of credits of total learning workload for the relevant qualification at the host university:

- maximum of 25 percent of the Bachelor's academic program (60 credits)
- maximum of 50 percent of the Master's academic program (60 credits)
- 30 percent (54 credits) of the Researcher's academic program (full-time and part-time PhD studies).

In the frameworks of the Erasmus+ International Credit Mobility Program great attention is paid to the transfer and recognition of educational components with all EU mobility students obliged to have a trilateral agreement between the host, sending parties and the student.

The purpose of the agreement is to provide a transparent and effective exchange process and to recognize the student's successfully achieved activities. A learning agreement specifies the content of student's study or practice / internship abroad, where the components of the academic program to be replaced by the academic components acquired abroad are listed.

The learning agreement designed for internships must specify how the students' internships may be recognized: a) it is taken into account within the degree program; b) it is not considered within the scope of the degree program; i.e. it is carried out on a voluntary basis; c) it is carried out by newly graduated students.¹⁵

The Agreement provides for the recognition of any study or internship abroad without further obstacles. Once signed by the three parties, the agreement may undergo further changes again by the agreement of the three parties.

It is rare for credits and learning outcomes of the same academic component to be equal and identical in different academic programs. Credits confirm the successful achievement of the given learning outcomes by a student, but the number of credits allocated to the academic component is not sufficient for recognition. Therefore, in the process of recognition of academic components, the five key elements – the level, workload, quality, orientation, and learning outcomes - must equally be taken into consideration. These are the bases for making an appropriate decision.

The student must be informed in advance if his/her study abroad will be recognized by the university upon completion of mobility. Where the mobility does not imply a three-party learning agreement, recognition shall be effected by the body responsible for recognition in the form of an educational degree recognition process.

As a rule, curriculum developers at European universities include a mobility window in the academic program, which implies that the student may study some of the professional or inter-disciplinary subjects at another university. This principle facilitates the recognition of the study abroad. However, such a principle has not yet been applied in the HEIs of Armenia and each Armenian HEI is guided by its own rules of recognition and adopts its own recognition methods.

¹⁵https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en.

According to the ECTS Guide 2015, it is not mandatory during mobility that academic components be selected on the basis of the equivalence of individual academic components offered at the sending institution. It is important that the results of the study abroad be comparable to the learning outcomes of the degree program awarded at the home institution, as a result of which the recognition is carried out. This substantially facilitates the offset of the credits received at the host institution by the equivalent number of credits in the degree program of the sending institution. It is also possible to record the period of mobility as a whole unit if mobility windows are provided at the home university.

The number of credits obtained at the host institution must be proportionate to the time spent studying abroad. Students are expected to obtain academic components equivalent to 60 ECTS credits within one year of study.

In the case of joint or dual degree programs, the rules for the recognition of credits by institutions must be agreed between two or more partner HEIs. In this case, a learning agreement is not necessary inasmuch as the credits obtained at a partner university are necessarily recognized if the parties have been consistent in applying the agreed rules. Nevertheless, a learning agreement can help the student to better understand the study path.

Upon completion of outgoing mobility study, a student is provided with a transcript of records, on the basis of which the home university undertakes to fully recognize the number of agreed ECTS credits, to accept them as part of the student's degree program, and to apply them as a means of meeting the qualification requirements. In addition to credit recognition, the home university must also convert the grades. All this information must be recorded in the transcript of records (or an equivalent document / database) which will be available for the students.

If students have not successfully completed their courses at the host university, the home institution must establish an institutional evaluation procedure about which the student must be informed in advance.

It is also important that the home university include credits acquired, internships, or trainings carried out during the student's mobility period in the diploma supplement. In this way, the home university assures the full recognition of the study abroad.

Education components successfully completed abroad should be recorded with their original names and the language(s) in which the diploma supplement is compiled. It shall state the credits and grades awarded, as well as the institution from which they were obtained.

The institution must establish transparent and fair credit mobility procedures and selection criteria, as well as an opportunity to appeal. The institution should assign a responsible person for each area who will be officially authorized to study the curriculum offered abroad, verify students' learning agreements before mobility, and the transcript of records after mobility.¹⁶

¹⁶ Ibid for more details.

1.3. Distribution of Grades

In order to provide transparent and unified information on individual student progress, each university should also provide a statistical distribution table of the passing grades in addition to their national / institutional evaluation scale and its explanation. The table must describe how this grading scale is used in the program.

A statistic spreadsheet can help ensure fair treatment towards incoming students, even if transferring credits to a local institution is not a necessary academic tradition. Providing statistics on examination grades is a good attempt to make the recognition process more transparent and to identify inconsistencies.

Grade distribution tables must be developed in a standardized format for the target groups of students enrolled in the academic programs of the same subject area.¹⁷

For the transfer of mobility student grades, it is necessary to compare the grade distribution spreadsheets for the target group at the home university with the tables developed in parallel by other universities for their target groups selected. The position of each grade in the grading tables can be compared, and based on this comparison, individual grades can be converted.¹⁸

1.4. Recognition of Non-Formal and Informal Education

Higher education institutions should be authorized to grant credits for non-formal work experience, volunteer work, or student participation if the results of these activities meet their qualifications or the requirements of their components.

There is a wide range of assessment methods for the recognition of study and experience. One of the grading tools is the student's personal portfolio method. These portfolios include documents collected by students to reveal their individual skills acquired in various ways. The portfolio takes into account the skills and knowledge acquired through previous experience in non-formal and informal education. It includes reference letters from employers and supervisors, certificates, performance assessment certificates, CV, and other documents. Based on this set of documents, the evaluators analyze the amount of information provided by learners. The process of granting credits to non-formal and informal education consists of four main stages:

- **initial counseling and guidance** (the content of the program, limits of non-formal / informal education credits, study costs, the role and scope of responsibility of the student / teacher and different ways of qualification studies),
- **support** (reflection, acceptance of learning outcomes, setting own outcomes, fact-finding and selection),
- **recognition / evaluation** (Evaluation of learning outcomes and evaluation criteria),
- **awarding of credits** (the credit awarded is equivalent to the credit received through formal education)¹⁹.

¹⁷For more details on compiling grading tables, see the ECTS Guide 2015, page 46.

¹⁸Illustrative examples of converting grades can be found in Appendix 2 of the ECTS Guide 2015, page 100.

¹⁹See ECTS Guide 2015, pp. 50-56.

List of References and Related Documents

1. Regulation for Academic Student Mobility for HEIs,
<http://www.arlis.am/DocumentView.aspx?DocID=70813>.
2. ECTS Guide (2015),
<https://erasmusplus.am/home/wp-content/uploads/2018/11/Uxecuyc-2017-verjnakan.pdf>.
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4. Erasmus+ International Credit Mobility, Handbook for Participating Organizations
file:///D:/Boost/international-credit-mobility-handbook_en_nov.pdf.
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6. The European Higher Education Area in 2018, Bologna Process Implementation Report,
https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna_internet_0.pdf.
7. Toolkit on Enhancing Accountability and Transparency in Curriculum Development and Student Assessment, 2016, <https://rm.coe.int/16806c890b> .
8. The European Area of Recognition Manual for Higher Education Institutions,
<http://eurorecognition.eu/emanual/>.
9. https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en.
10. Strategy 2020 for European Higher Education Area (EHEA), Mobility for Better Learning,
<https://www.cmepius.si/wp-content/uploads/2014/02/2012-EHEA-Mobility-Strategy.pdf> .
11. Erasmus Charter for Higher Education 2014-2020, https://eacea.ec.europa.eu/erasmus-plus/funding/erasmus-charter-for-higher-education-2014-2020_en.

Annexes
Program Specifications of Armenian
Consortium member HEIs of the BOOST Project



Khachatur Abovian Armenian State Pedagogical University (ASPU)

Specialisation field: Foreign Language and Literature

www.aspu.am

I hereby endorse the degree-program specification.

.....
(Signature)
RUBEN MIRZAKHANYAN
Rector

Khachatur Abovian Armenian State Pedagogical University (ASPU)

Specialisation field: **Foreign Language and Literature**

Degree and Qualification granted: **Master of Pedagogy**

Degree-programme specification



Degree-programme name

Degree-programme (DP) specification is aimed at candidates who apply for the respective studies in the field of specialisation, current students, the faculty members, the respective field stakeholders and potential employers. Thus DP is designed to provide a comprehensive summary of the major specificities of the degree programme offered comprising such pieces of key information as the intended educational outcomes, some specific details on teaching/learning and assessment methods, as well as some on the scheduled modules – viable and feasible to assimilate in case the Student makes use of all the academic opportunities and educational facilities properly provided within the framework of the given degree programme.

Master Degree Programme Specification

1. Degree programme name and identification code	Field of expertise: Foreign Language and Literature Fields of specialised major: 011401.21.7 “English Language and Literature” 011401.22.7 “German Language and Literature” 011401.23.7 “French Language and Literature”
2. National Qualification Framework level	National Qualification Framework level 7
3. Degree and qualification granted	Master o Pedagogy
4. ECTS in total	120 (one hundred and twenty)
5.Higher Education Institution	Khachatur Abovian Armenian State Pedagogical University
6. Department/Faculty in charge of the degree programme	Faculty of Foreign Languages
7. Chairs in charge of the specialised subject units of the degree programme	Chair of Romance and Germanic Languages Chair of Foreign Literature Chair of Foreign Language Teaching Methodology

8. Language(s) of instruction	<i>The respective foreign language of major</i>
9. Teaching/learning schedule/workload	<i>Full-time studies</i>
10. Degree programme accreditation/license	<i>Licensed by the Ministry of Education and Science of the Republic of Armenia</i>

11. Admission standards (enrolment prerequisites):

The candidate who applies for the Master-degree program in “Foreign Language and Literature” must produce the respective certificates, diplomas and/or other proofs of Bachelor or similar degree gained in the fields of expertise related to Educational Sciences, the Humanities or Social Sciences. The knowledge of the foreign language of major must necessarily correspond to B2(+)/C1 level at least (see CEFR <https://www.coe.int/en/web/common-european-framework-reference-languages>) and confirmed and attested by certificates, diplomas and / or other relevant documents which, in combination with the entrance exam (interview) will entitle the Candidate to apply for the degree programme.

12. Degree programme structure and description (outline)

The present Master-degree programme consists of **4 educational modules (subject units) – the general humanities fields and socio-economic** (with **14** ECTS workload), **general psychological and education management** (with **13** ECTS workload), **general subjects of the sphere of expertise** (with **46** ECTS workload), as well as **pedagogical and research-based module** (with **47** ECTS workload):

1. General academic and psychological-pedagogical subject unit (with 27 ECTS workload)

Compulsory course (with **25** ECTS workload)

The subject unit (programme module) This subject unit comprises the corresponding ECTS amount and a content-based group of courses (modules) which are aimed at the formation of specialisation-specific qualification in the areas of general theoretical scope, psychological and pedagogical, philosophical and education management.

Elective course (with **2** ECTS workload)

This subject unit involves the respective amount and content-based selection of courses (modules) which are provided to be delivered upon students' choice.

2. General and specialised courses relevant to the field of expertise (with the 46-hour-long workload)

This subject unit is meant to provide the students with the respective conception of the major issues in the field of expertise.

✓ *Compulsory courses (with 26 ECTS workload)*

The present subject unit comprises the respective group of compulsory courses (modules) reckoned and involved in the respective workload and content standards and requirements.

✓ *Elective courses (with 20 ECTS workload)*

This subject unit involves the respective amount and content-based selection of courses (modules) which are provided to be delivered upon students' choice.

3. Research-based unit (47 ECTS)

The research work per semester (16 ECTS)

Pedagogical-research-based practice/internship (6 ECTS)

Research-based practice (8 ECTS)

Preparation of Master thesis (dissertation) (13 ECTS)

Master thesis (dissertation) defence (4 ECTS)

The above-mentioned unit is the final phase of the degree programme aimed at assessing the overall theoretical, specific practical skills and life-long competences in line with the outcomes specified in the degree programme.

13. Aims of the degree programme

The general, more background and global aim of the degree programme in “Foreign language and Literature” is the training of the respective subject teacher, educational manager as well as researcher and specialist is provided with the respective fundamental knowledge in a foreign language and literature, the required skills and methodological competences ready to apply at school and/or any other relevant educational institution. This teacher-training mission derives from the respective aims to ...

- provide the student teacher with the necessary set of theoretical insights, principles and most progressive and advanced methodological guidelines to be applied in the sphere of potential professional activities – all proceeding with the respective comprehensive and holistic research-based activities facilitated,
- deliver the required methodological knowledge, approached as well as the legislative-act-based basis for educational management mission – with the specific information on the respective managerial/administrative paperwork familiarised and the preliminary experience formed.

14. Academic outcomes of the degree programme

A. Professional knowledge and conceptions

By the end of the programme the Student will know:

A1. the theoretical principles of pedagogical activities, the most progressive teaching experience, the most generic methodologies of teaching/learning process and research-based activities in the field of expertise,

A2. the respective information on the methodological bases of education management, approaches and guiding documents, as well as about the principles of their creation, in particular, about the pertinent legislative and administrative policies aimed at educational reforms and their management,

A3. the research/critical methodological premises of foreign language teaching/learning methods providing the necessary interdisciplinary and cross-subject (particularly on the basis of connections between language and literature, language and society, language and communication, language and the specificity of the educational realm).

B. Practical professional skills of the sphere of expertise

By the completion of the programme, the Student will be enabled with the following skills:

B 1. to carry out profound (deep) comparisons/contrasting within the linguistic and linguo-cultural realms,

B2. to organise and coordinate the analysis of the educational-programme-based requirements, relevant discussions, revisions and innovative implementations providing the process with the respective mechanisms of continuous development of linguistic skills,

B3. to carry out researches, analysis and debates aimed at the improvement of programme-based requirements and tackling the issues detected among the respective stakeholders, among other missions, renewing the respective set of manuals, additional educational materials in line with the most progressive experience and the actual needs of stakeholders.

C. General (transferable) competences

Having completed the present degree programme, the Student will be competent in

C1. effective guidance in professional orientation, organising team and group works for research and experiment purposes, design and implement relevant toolkits for assessment, evaluation, skill-boosting and application – platforms, tests, exercises, quizzes, essays,

C2. contribution in learners’ autonomy supporting the respective efforts targeting scholarships, grants and professional enhancement as an initiator, responsible and actual participant,

C3. participating in educational reforms within the context of respective initiatives aimed at improving language teaching/learning.

15. Assessment methods

The assessment methods applied within the degree program in "Fine Art" is based on the Student's knowledge, skills and competencies – assessed by impartiality and measurability with the output-measurement, guiding and motivating functions.

The Student is assessed to measure his/her:

a. knowledge.

b. skills and competencies.

c. autonomy and endeavour.

For impartial and objective observation of Student's individual professional development, the assessment is meant to observe the preliminary (initial) and final (outcome-based) results.

Among the assessment methods applied within the degree programme, there are:

1. those defined for theoretical courses – written test, control work, midterm written and/or oral assignment, reports, essays and oral and written presentations,

2. those defined for practical courses – written test, oral and/or written midterm exam, oral Q&A sessions and interview, essays and oral and written presentations.

The assessment of research papers (course papers, reports, and final (diploma) paper) is done separately by the special Commission (Exam Jury) in line with the assessment scheme defined in advance.

The assessment is carried out through the letter and rating-based (100-point) scale according to the components predefined to be assessed for every single subject. The Armenian version of the official regulating guidelines are available at https://aspu.am/website/images/files/us_%20qiteligneri%20stugman%20ev%20gnahatman%20hamakarg.pdf

16. Approaches to teaching /learning

Teaching/learning is based on student-centred approach comprising the following formats – lectures, seminars, individual workload, practical experiment-based activities, cognitive, analytical and experimental projects in the field of expertise, teaching/learning based on case-studies, projects, e-learning/consultancy, and research-based internship. *Teaching involves lectures, seminars, practical (individual) lessons, consultancy and practical workshops.*

Lectures – an opportunity to deliver a broader and coherent sequence of facts,

Seminars – a format that enables group and individual creative discussions and feedback, critical thinking development,

Practical contact hours – facilitates analyses and discussions based on experiments and the themes given, documented resources and materials,

Autonomous learning supported with the formative resources delivered – an effort aimed at individual research work and development,

Individual consultancy – An independent learning format aimed at a broader and profound analysis and support.

17. Degree-programme-plan map

See Appendix 1

18. Spheres of professional activities entitled by the degree

The graduate of the present degree programme is entitled to develop professional activities in secondary and high schools, language centres, colleges and vocational schools specialising in the Humanities – as a teacher, education manager/coordinator, etc.

19. Educational standards or degree-programme-development guidelines applied

- ✓ *The general/frame guideline premises underlying this degree programme,*
- ✓ *The requirements set forth by the respective legislative acts of the Republic of Armenia on higher and post-graduate education, state-generated standards and the most successful foreign experience analysis on TFL (the standards, requisites, necessary components and the most progressive toolkits designed, stated and promoted by the most progressive Universities in the native-speaking countries,*
- ✓ *The current needs in fomenting and mastering the respective intercultural communication competences,*
- ✓ *The educational needs and demands set forth by the respective stakeholders and actualised by the labour market,*
- ✓ *The primary requirements of individual and professional development.*

20. Further educational opportunities

To enter the 8th level (post-graduate) of education in line with the National Qualification Framework.

21. Additional information on the degree programme

The present degree programme entitles the graduates to develop their further educational progress in the spheres of linguistics, translation studies and other adherent spheres as it provides the students with the necessary fundamental knowledge and skills and is aimed at securing the competences for further educational phase required for the respective professional activities (of both theoretical and practical nature) in the field of expertise and in line with the job market requirements and needs, as well as for demonstrating a decent level of professional flexibility, professional growth and continuous enhancement.

Master's degree programme in Foreign Language and Literature
Scheduled Subject Units for academic units and semesters

First year

<i>Autumn semester</i>	Hours	ECTS	<i>Spring semester</i>	Hours	ECTS
Foreign Language for Specific Purposes (FL-2)	120	4.0	Foreign Language for Specific Purposes (FL-2)	60	2.0
IT in the field of expertise	120	4.0	Pedagogical research methodology	90	3.0
Psychology in the field of professional activities	90	3.0	Course 1 (Pedagogy)*	60	2.0
Inclusive education	60	2.0	Course 2 (Inclusive education)*		
Foreign Language for specific (academic) purposes (major)	120	4.0	Course 3 (Psychology)*		
Current issues of Theoretical Grammar	120	4.0	Course 4 (Natural language conception, Artificial Intelligence) *		
Course 1*	90	3.0	Course 5 (Education management)*	150	5.0
Course 2*			Foreign Language for specific (academic) purposes (major)		
Course 3*	90	3.0	Theory of FLT and intercultural communication	60	2.0
Course 4*			Course 1*	90	3.0
Research work per semester	90	3.0	Course 2*		
			Course 3*	90	3.0
			Course 4*		
			Pedagogical-research-based internship	90	3.0
			Research work per semester	90	3.0
			Research-based internship	90	3.0

			Master's research paper preparation	90	3.0
In total	900	30.0	In total	900	30.0

Second year

<i>Autumn semester</i>	Hours	ECTS	<i>Spring semester</i>	Hours	ECTS
Pedagogy of Higher and Specialised School	90	3.0	Language Philosophy	60	2.0
Foreign Language (minor) for Specific Pupposes	60	2.0	Linguistic research methods	60	2.0
Linguistic research methods	90	3.0	The European education system and Eurodydactics	60	2.0
Psycholinguistics	60	2.0	Elective course 1*	60	2.0
Language and Text from communicative perspectives	60		Elective course 2*		
Elective course 1*	60	2.0	Elective course 3*	60	2.0
Elective course 2*			Elective course 4*		
Elective course 3*	60	2.0	Research work per semester	150	5.0
Elective course 4*			Research-based internship	120	4.0
Pedagogical-research-based internship	90	3.0	Master's research paper preparation	210	7.0
Research work per semester	150	5.0	Master's research paper defence	120	4.0
Research-based internship	60	2.0			
Master's research paper preparation	120	4.0			
In total	900	30.0	In total	900	30.0

TEACHING/LEARNING AND ASSESSMENT METHODS APPLIED WITHIN THE DEGREE PROGRAMME			
N	Professional knowledge and conception	Teaching/learning methods	Assessment methods
A1	Theoretical principles of pedagogical activities, the most progressive teaching experience, the most generic methodologies of teaching/learning process and research-based activities in the field of expertise	➤ lecture ➤ seminar ➤ essay/report ➤ individual/team project	➤ formative assessment ➤ test-base assessment ➤ oral or written assessment ➤ term-paper defence ➤ presentations
A2	Information on the methodological bases of education management, approaches and guiding documents, as well as about the principles of their creation, in particular, about the pertinent legislative and administrative policies aimed at educational reforms and their management	➤ lecture ➤ seminar ➤ essay/report ➤ individual/team project	➤ formative assessment ➤ test-based assessment ➤ written and oral assessment ➤ course paper defence ➤ presentation, report ➤ exam-card-based assessment
A3	Research/critical methodological premises of foreign language teaching/learning methods providing the necessary interdisciplinary and cross-subject (particularly on the basis of connections between language and literature, language and society, language and communication, language and the specificity of the educational realm)	➤ lecture ➤ seminar ➤ essay/report ➤ individual/team project	➤ formative assessment ➤ test-based assessment ➤ written and oral assessment ➤ course paper defence ➤ presentation, report ➤ exam-card-based assessment
N	Professional knowledge and conception	Teaching/learning methods	Assessment methods
B1	To carry out profound (deep) comparisons/contrasting within the linguistic and linguo-cultural realms	➤ lecture ➤ seminar ➤ essay/report ➤ individual/team project ➤ internship-based defence	➤ formative assessment ➤ test-based assessment ➤ written and oral assessment ➤ research-paper defence , presentation
B2	To organise and coordinate the analysis of the educational-programme-based requirements, relevant discussions, revisions and innovative implementations providing the process with the respective mechanisms of continuous development of linguistic skills	➤ lecture ➤ seminar ➤ essay/report ➤ individual/team project ➤ internship-based defence	➤ formative assessment ➤ test-based assessment ➤ written and oral assessment ➤ research-paper defence , presentation
B3	To carry out researches, analysis and debates aimed at the improvement of programme-	➤ lecture ➤ seminar	➤ formative assessment ➤ test-based assessment

	based requirements and tackling the issues detected among the respective stakeholders, among other missions, renewing the respective set of manuals, additional educational materials in line with the most progressive experience and the actual needs of stakeholders	➤ workshops ➤ report/essay ➤ individual/team project ➤ pedagogical internship	➤ oral/written exam
N	Professional knowledge and conception	Teaching/learning methods	Assessment methods
C1	Practical guidance in professional orientation, organising team and group works for research and experiment purposes, design and implement relevant toolkits for assessment, evaluation, skill-boosting and application – platforms, tests, exercises, quizzes, essays	➤ oral presentation ➤ workshop ➤ report/essay ➤ individual/team project	➤ formative (task-based) assessment ➤ final paper defence
C2	Contribution in learners' autonomy supporting the respective efforts targeting scholarships, grants and professional enhancement as an initiator, responsible and actual participant	➤ oral presentations ➤ workshops ➤ report/essay ➤ individual and team project	➤ formative (task-based) assessment ➤ final paper defence
C3	Participating in educational reforms within the context of respective initiatives aimed at improving language teaching/learning	➤ oral presentations ➤ workshops ➤ report/essay ➤ individual and team project	➤ formative (task-based) assessment ➤ final paper defence

		Educational outcomes								
Դասընթացի անվանումը		Knowledge and conception			Practical professional skills			General (transferrable) competences		
		1	2	3	1	2	3	1	2	3
1st year, 1st semester										
1	Foreign Language (minor) for Specific Purposes			+	+	+		+		
2	IT in the field of expertise			+			+	+	+	+
3	Psychology in the field of expertise	+	+	+	+			+		
4	Inclusive education			+				+		
5	Foreign Language (major) for Specific (Academic) Purposes			+	+		+	+	+	
6	Current issues in Theoretical Grammar			+	+		+			
7	Elective course 1*			+	+		+	+		
8	Elective course 2*			+	+			+		
9	Elective course 3*			+	+		+	+	+	+
10	Elective course 4*			+	+		+	+	+	+
11	Research work per semester			+	+		+			
1st year, 2nd semester										
12	Foreign Language (minor) for Specific Purposes				+		+	+		
13	Pedagogical research methodology	+	+	+	+					
14	Elective course 1 (Pedagogy)*	+	+	+		+				+
15	Elective course 2 (Inclusive Education)*	+		+						
16	Elective course 3 (Psychology)*	+		+		+		+	+	
17	Elective course 4 (Natural language, Artificial Intelligence*)			+			+			

18	Elective course 5 (Education Management)*	+		+		+		+	+	
19	Foreign Language for Academic Purposes				+		+	+	+	+
20	Theory of Foreign Language teaching/learning and intercultural communication				+	+	+		+	+
21	Elective course 1*				+			+		
22	Elective course 2*				+			+		
23	Elective course 3*				+	+	+	+	+	+
24	Elective course 4*				+	+	+	+	+	+
25	Pedagogical-research based internship		+	+	+		+			
26	Research work per semester				+	+	+	+		
27	Research-based internship				+		+			
28	Master research (dissertation) preparation				+		+			
2nd year 1st semester										
29	Higher and specialised education school Pedagogy	+	+					+	+	
30	Foreign Language (minor) for Specific Purposes			+						
31	Linguistic research methods				+			+	+	
32	Psycholinguistics				+			+	+	
33	Language and text from communicative perspectives				+					
34	Elective course 1*				+			+		+
35	Elective course 2*				+			+		
36	Elective course 3*				+	+	+	+	+	
37	Elective course 4*			+	+	+	+	+	+	
38	Pedagogical-research based internship	+	+	+		+		+		
39	Research work per semester				+	+			+	
40	Research-based internship				+	+			+	
41	Master-degree research (dissertation) preparation				+		+			

2 nd year, 2 nd semester										
42	Language Philosophy	+			+			+		
43	Linguistic research methods				+	+				
44	European Education Sysyem and Eurodydactics	+	+	+		+	+	+	+	
45	Elective course 1*				+		+		+	
46	Elective course 2*				+		+		+	
47	Elective course 3*			+	+	+	+	+	+	+
48	Elective course 4*		+	+	+	+	+	+	+	+
49	Reseach work per semester	+			+	+				
50	Research-based internship	+			+	+				
51	Master-degree research (dissertation) preparation				+	+	+			
52	Master-degree research (dissertation) defence				+	+	+			

*Passed by the Council of the Faculty of Foreign Languages of Armenian State Pedagogical University
At Council meeting 1 held on August 27, 2018*

_____ *Tigran Mikayelyan, Dean of Faculty*

**All the questions, enquiries and requests for details will be delivered upon your request.
Please, don't hesitate to contact!!!**



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AMERICAN UNIVERSITY OF ARMENIA

Manoogian Simone College of Business & Economics

Undergraduate Program: BA Business

1. BA in Business Degree Requirements (Attached)

2. BA in Business Program Goals & Student Learning Outcomes

Program Specific

Program Goal 1: Equip students with knowledge and skills in and across the main functional areas of business.

Student Learning Outcomes:

Students will be able to

1.1 Define and describe fundamentals of Accounting, Finance, Economics, Marketing and Communications, Operations, Organizational Behavior and Management, Information Technology, and Quantitative Methods.

1.2 Apply relevant theoretical frameworks and tools from these areas to business situations.

1.3 Integrate knowledge across functional areas to formulate and implement business decisions.

Program Goal 2: Develop creative and critical thinking and decision making skills for complex business problems, supported by the appropriate use of analytical and quantitative techniques.

Student Learning Outcomes:

Students will be able to

2.1 Identify and analyze business opportunities and challenges, and recommend evidence-based solutions.

2.2 Appropriately collect and select data, apply analytic techniques, and develop well-reasoned conclusions.

2.3 Exercise independent judgment, and design creative and innovative strategies to obtain competitive advantage.

Program Goal 3: Prepare students for careers and advanced studies in a wide range of business disciplines.

Student Learning Outcomes:

Students will be able to

3.1 Perform business tasks with the interpersonal skills and professional demeanor demanded in business settings.

3.2 Identify and address the strengths and weaknesses of a team, and work effectively in interdisciplinary and multicultural teams.

3.3 Appropriately weigh the ethical, legal and social concerns of stakeholders in business decision making, taking into account corporate responsibility, environmental sustainability and the regional and global nature of business.

3.4 Engage in advanced study and career advancement in their chosen fields of business.

University-Wide / General Education

Goal 4: Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.

Student Learning Outcomes:

Students will be able to

4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.

4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives.

4.3 Work productively in diverse teams, and solve problems collaboratively.

Goal 5: Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.

Student Learning Outcomes:

Students will be able to

5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests.

5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.

5.3 Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own.

3. BA in Business Sample Schedule (Attached)

4. BA in Business Curricular Map (Attached)

General Education Requirements

[Home / AUA General Education Requirements](#)

[Gen Ed Home](#)

[Gen Ed at AUA](#)

[How to form Gen Ed cohesive clusters](#)

[Physical Education, First Aid and Civil Defense Requirement](#)

Minors in Philosophy, Politics, & Economics (PPE) and Genocide Studies & Human Rights (GSHR) and Environmental Studies

Undergraduate University-wide Goals and Learning Outcomes

Undergraduate degrees at AUA consist of two components: the Major requirements and the General Education requirements.

While the Major gives students depth, specialization, and career preparation, General Education gives breadth and a foundation of general knowledge, perspectives, and skills for life.

Both are carefully designed components to assure that graduates are ready for life-long learning, whether in the classroom, on the job, or on their own.

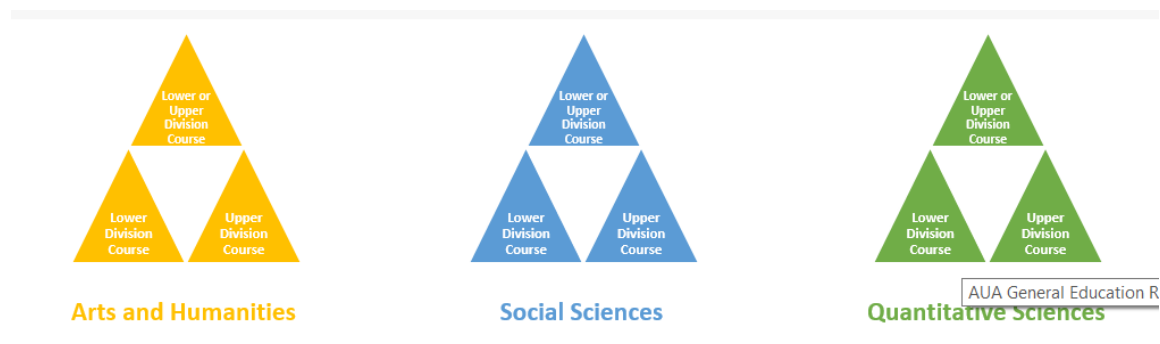
The General Education requirements consist of a minimum of 15 courses or 45 semester credits and have two components:

Foundation Courses (18 credits/6 courses), and

Breadth Requirements (a minimum of 27 credits/9 courses), in coherent clusters of three courses in each of three broad sectors (Arts & Humanities, Social Sciences, Quantitative Sciences), selected from a range of electives outside the student's major in consultation with the student's academic adviser (BSES and BSDS students should check with the Program Chair for their respective requirements).

Each of the three clusters must include at least one lower division course and at least one upper division (integrative or advanced) course.

A cohesive cluster looks like this:



Cohesive Clusters are groups of three or more related courses that are connected thematically by content and build on and/or complement each other (give depth or breadth) in one or more disciplinary ways of thinking.

In order to assist students, courses suitable for forming cohesive clusters are coded by quadrant numbers. Courses from the same quadrant form clusters that satisfy the GenEd breadth requirement. For more information, please visit <http://aua.am/how-to-form-gen-ed-cohesive-clusters/>

Themes 1, 2, 3 satisfy Arts and Humanities (AH)

Themes 4, 5, 6 satisfy Social Sciences (SS)

Themes 7, 8, 9 satisfy Quantitative Sciences (QS)

Some Sample Clusters: The numbers in parenthesis indicate the theme for GenEd course cluster formation. (A course can only be counted toward one theme.)

ARTS & HUMANITIES	SOCIAL SCIENCES	QUANTITATIVE SCIENCES
CHSS 112 Logic and Rhetoric (1, 3)	PSIA 103 Intro to Armenian Government (4)	ENV 101 Intro to Environmental Sciences (7, 8, 9)
CHSS 130 Introduction to Art (1)	CHSS 128 History of the Modern World (2, 4)	ENV 230 Water (7, 8)
<i>CHSS 272 Comparative Religion</i> (1, 2, 3, 4, 6)	<i>CHSS 290 Cultural Geography</i> (2, 4)	<i>CSE 241 Data Mining</i> (7, 8, 9)

The upper level courses in each cluster (in italics) build upon and integrate the knowledge and skills of the other courses, adding perspectives, depth and breadth of knowledge and disciplinary approaches, and subtlety and complexity of analysis.

The term “foundation” in “foundation courses” refers to the fact that these are university-wide requirements for all undergraduates—a learning experience shared as a common point of reference for all undergraduate students. It does not refer to the content of the courses per se, but to the function of these courses in the overall General Education program at AUA.

All undergraduate students must take the following required Gen Ed courses:

Foundation Courses

All undergraduate students must take the following 6 foundation courses:

Semester/Year	Freshman Year	Sophomore Year	Junior Year
Fall	Freshman Seminar 1	Armenian Language & Literature 1	Armenian History 1
Spring	Freshman Seminar 2	Armenian Language & Literature 2	Armenian History 2

Armenian Language/Literature 1 and 2 and Armenian History 1 and 2 are taught in Armenian. Non Republic of Armenia citizens who did not graduate from an RoA high school whose language of instruction is Armenian will be eligible to enroll in an English-language section.

Physical Education, First Aid, Civil Defense

All undergraduate students are required to take 120 hours of Physical Education, and 40 hours of First Aid and Civil Defense training during their studies. At AUA, Physical Education is scheduled for the first two years, and First Aid and Civil Defense are scheduled during the first year only. Please visit <http://aua.am/physical-education-first-aid-and-civil-defense-requirement/> for more information about the Physical Education, First Aid and Civil Defense requirements.

For further information on General Education at AUA, please visit: <http://aua.am/gen-ed/>

VANADZOR STATE UNIVERSITY AFTER H. TOUMANYAN
BACHELOR ACADEMIC PROGRAM DESCRIPTION
“ENGLISH LANGUAGE AND LITERATURE”

Academic Program Name:	English Language and Literature
NQF level:	National Qualification Framework Level 6
Qualification Awarded:	Bachelor’s Degree in Philology, Teacher
Total ECTS:	240
Awarding Institution:	Vanadzor State University after H. Toumanyan
Faculty:	Philological
Language of Instruction:	English and Armenian
Mode of Study:	Full-time
License:	Licensed by the RA Ministry of Science and Education (License A № 0017, 2012), Specialization Code: 023102.02.6
AP Admission Requirements:	Prospective applicants to the BA in English Language and Literature are required to have a CES (certificate of secondary education) and should have successfully passed the USE (unified state exams: both exit and entrance exams) in “The English Language and Literature” (both written and oral) and “The Armenian Language” (written). International students are required to present a school graduation certificate, a proof of B1 level in English, an ID card or passport, and a CV. If need be, a Skype/Zoom interview will be conducted with the applicants.
Program Structure and Profile:	The normative duration of the Bachelor’s degree program in “English language and literature” is four academic years for full-time studies with a successful completion of 240 credits (1 credit equates to 30 hours). For each semester, the program assigns a 20-week student workload, four weeks of which are assigned for exams. All students shall carry out research work (bachelor’s thesis) in their final year.
Disciplinary Units:	➤ Humanities and Socio-Economic Disciplines (33 credits) ➤ Mathematics and Natural Sciences (10 credits) ➤ General Professional Disciplines (169 credits) ➤ Special Professional Disciplines (10 credits)

	➤ Other components: term papers, educational practice (internship), pedagogical practice, state examinations (18 credits)
Academic Program Curriculum	see Template 1
Program Aims and Objectives:	The program aims ➤ to prepare highly-qualified specialists competent in various fields, more specifically in the fields of science, education, and pedagogy; ➤ to provide students with a strong foundation in English language and literature on a professional level; ➤ to develop students' capacity to apply their disciplinary knowledge and professional skills in the workplace; ➤ to instill in students a sense of and a need for self-criticism, lifelong self-education, and self-development; ➤ to equip students with knowledge and skills necessary for further studies at Master's de gree level.
AP Learning Outcomes:	Graduates with a Bachelor's degree in English must Know: ➤ current fundamental notions, theories and methods of linguistics and literary criticism along with issues related to their professional field of study; ➤ pedagogical, psychological and methodological norms as well as educational and teaching techniques. Be able to: ➤ use the basic disciplinary principles and methods necessary to settle problems in familiar situations typical of a certain area of specialization; ➤ demonstrate analytical and deductive reasoning skills as well as creative approaches to problem solving; ➤ explain and transfer information, ideas, problems, and facts related to a certain field of study to the public. Master: ➤ skills to perform professional activity and accomplish tasks under the supervision and guidance of competent authorities, as well as skills to make decisions when forced to act with limited autonomy; ➤ skills to independently continue their

	education in formal and informal learning settings; ➤ innovative methods of teaching and education.
Teaching and Learning Approaches:	The main types of instruction are as follows: ➤ face-to-face teaching and blended teaching (face-to-face + online); ➤ lectures; ➤ practical lessons; ➤ seminars; workshops; ➤ individual work (paper, essay, practical games); ➤ internship, fieldwork
Assessment Methods	VSU applies a multifunctional assessment system to periodically review and evaluate students' academic progress and achievement. The 100-point scale, which is equivalent to the ECTS grading scale, is used to assess BA students' learning outcomes. The assessment system assesses and accounts the following components: ➤ student participation in teaching-learning processes; ➤ individual work; ➤ student participation in practical (seminar) and laboratory work; ➤ student engagement, skills and abilities; ➤ formative and summative examinations or assessments.
Professional Career Opportunities:	Upon completion of the BA program in English Language and Literature, students may occupy the following positions: ➤ English teacher in secondary schools; ➤ methodologist; ➤ English specialist in language centres and literary circles.

Further Educational Opportunities:	Upon the successful completion of the program, students holding a BA degree in English Language and Literature are eligible ➤ to begin a second Bachelor's degree program within the specified duration; ➤ to apply for a Master's degree program in linguistics, philology; ➤ to apply for a different Master's degree program.
Academic Calendar(academic calendar days can vary for each academic year):	Autumn semester 2017 I Teaching period: 1Sept. – 15Oct. II Teaching period: 29Oct. – 10Dec. Midterm examination week 1st phase: 16Oct. – 28Oct. 2nd phase: 11Dec. – 23Dec. Examination period: 5Jan. - 25Jan., 2018 Spring semester 2018 I Teaching period: 9Feb. – 24 March II Teaching period: 6 Apr. – 7 June Midterm examination week 1st phase: 25 March. – 5 Apr. 2nd phase: 20May – 31May Examination period: 8June - 28June

We approve the specification of the "Translation Studies in English-Armenian"
specialty professional educational program:

SHIRAK STATE UNIVERSITY

HEI, abbreviation

Faculty of Humanities and Arts

Translation Studies 023201.01.6

educational program, index

PROJECT SPECIFICATION

1. Profession	Translation Studies- English and Armenian
2. Index	023201.01.6
3. Awarded qualification	Bachelor of Philology

4. Project Goals

The purpose of the project is as follows:

- 1.To develop the student's oral and written communication skills in a foreign language;
2. To introduce the features of English and Armenian language systems;
3. To inform the student about translation problems;
4. To develop his skills of translation in a variety of fields.

5. Educational Outcomes of the Project

A. Professional knowledge and cognition

Upon successful completion of this project the student will be able to:

- A1. describe the basic provisions of English phonetics, grammar and lexicology;
- A2. interpret Armenian and English literary critical up-to-date directions;
- A3.describe the translational genre features of the artistic translation;
- A4.illustrate the basic concepts of translation;
- A5.describe the types of oral translation and their features;
- A6. submit geological information about Great Britain, the USA;

A7. Define the features of fiction and non-fiction texts.

B. Practical professional abilities:

Upon successful completion of this project the student will be able to:

- B1. analyze and compare various translational theories and approaches;
- B2. use English speaking and writing skills in various fields of communication;
- B3. analyze and interpret the phonetic, morphological, grammatical phenomena of English and peculiarities typical of English fiction texts;
- B4. use the translation skills acquired in translating texts of various types, such as from English into Armenian and vice versa;
- B5. use different computer programs when doing translations;
- B6. do sequential and synchronous translations in various professional fields;
- B7. master the methods of philological analysis of various texts.

C. General (transferable) abilities:

Upon successful completion of this project the student will be able to:

- C1. have an access to professional literature;
- C2. use a variety of sources to obtain the necessary information, analyze and make conclusions;
- C3. prepare scientific reports and independently debate on any scientific issue;
- C4. preserve the norms of professional ethics.

6. Project Curriculum:

is attached

7. Curriculum map:

is attached

8. Forms of evaluation:

Students' A1-A7 knowledge and cognition are assessed in the following ways:

- checking the fulfillment of tasks;
- current oral and written exams;

- final oral exam;
- term paper defense;
- graduation paper defense.

Students' B1-B7 practical skills are assessed in the following ways:

- checking of oral and written tasks execution;
- oral and written examination;
- final exam;
- term paper defense;
- assessment of practical training.

Students' overall C1-C4 skills are assessed in the following ways:

- checking the fulfillment of tasks;
- term paper defense;
- graduation paper defense:

9. The graduates' future career opportunities

Graduates of "Translation Studies- English and Armenian" program can apply for jobs in such areas of education and economics, where knowledge of English is required. Graduates in this specialty can work as:

- translators;
- translator-editors;
- managers;
- guides;
- press secretaries;
- editorial board members;
- secretaries,
- heads of Information department.

The possible workplaces are:

- translation centers;
- educational and research centers;
- international organizations;
- embassies;
- notary offices;
- TV companies;
- international mass media departments;
- public and private institutions using translation services;
- travel agency;
- editorial office;
- museum;
- hotel.

10. Learning support resources and forms:
The following resources are used in the learning process: • auditoriums provided with modern equipment and means of software; • online lectures; • electronic resources; • recordings.
11. Educational standards or program guidelines used in project development: • State and educational standards: "Translation Studies: English and Armenian"; • Descriptors of "Education" sector framework levels of the RA Higher Education qualifications; • Framework of qualifications of the European Higher Education area; • YSU Program guidelines; • Subject programs.
12. Additional information about the project

Educational outcomes of the project

A. Professional knowledge and perception		B. Practical professional skills	
A1	describe the basic provisions of English phonetics, lexicology and grammar	B1	analyze and compare various translational theories and approaches
A2	interpret Armenian and English /French, German/ literary critical up-to-date directions	B2	use English speaking and writing skills in various fields of communication
A3	describe the translational genre features of the artistic translation	B3	perform a comparative examination in English and Armenian /French, German/ morphological and syntactic categories
A4	illustrate the basic concepts of translation	B4	use the translational skills acquired in translating texts of various types, such as from English into Armenian, French, German and vice versa
A5	describe the types of oral translation and their features	B5	use different computer programs when doing translations
A6	submit geological information about Great Britain, the USA /France, Germany/	B6	do sequential and synchronous translations in various professional fields
A7	define the features of fiction and non-fiction texts.	B7	master the methods of philological analysis of various texts
		B8	compare English /French, German/ and Armenian word-formation constructions
C. General (transferable) abilities:			
C1	use the knowledge gained in practice	C3	prepare scientific reports and independently debate on any scientific issue
C2	use a variety of sources to obtain the necessary information, analyze and make conclusions	C4	preserve the norms of professional ethics

Name of the educational module:	Module Number:	Educational outcomes of the project:																								
		A1	A2	A3	A4	A5	A6	A7			B1	B2	B3	B4	B5	B6	B7	B8			C1	C2	C3	C4		
The history of Armenia							+															+	+			
Armenian language					+	+							+	+		+		+				+	+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+			+	+	+	+	+	+		+				+	+	+	+	
Practical grammar of English		+						+				+	+			+						+				
Practical phonetics of English		+										+	+			+						+		+		
Native language and translation problems					+	+					+				+	+						+	+	+		
Russian language in the professional field											+				+	+	+						+	+	+	
Information Technologies																							+	+		
Armenian language					+	+							+	+		+		+					+	+	+	
Basics of Linguistics		+			+						+		+					+					+	+		
English language /oral and written speech/		+	+	+	+	+	+	+			+	+	+	+	+	+		+				+	+	+	+	
Practical grammar of English		+						+				+	+			+						+				
Social studies*							+															+	+	+		
English language /oral and written speech/		+	+	+	+	+	+	+			+	+	+	+	+	+		+				+	+	+	+	
Basics of oral translation		+				+						+	+	+		+						+			+	
Introduction to translation					+			+			+			+			+					+	+	+		
Armenian literature			+	+													+					+		+	+	
Armenian language					+	+							+	+		+		+					+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+			+	+	+	+	+	+		+				+	+	+	+	
Oral translation		+				+						+	+	+		+						+			+	
Literary fiction translation		+	+	+	+			+				+	+	+			+	+						+	+	
Translation theory				+				+			+			+			+					+	+	+		
Armenian language stylistics								+						+		+	+							+		

Foreign literature			+	+			+				+					+				+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+		+	+	+	+	+	+		+		+	+	+	+	
Literary fiction translation		+	+	+	+			+			+	+	+			+	+				+	+	
<i>Comparative lexicology</i>		+									+		+		+		+		+	+	+		
Oral translation		+				+					+	+	+		+				+			+	
Foreign literature			+	+			+				+					+				+	+	+	
Term paper (Language theory)		+					+				+	+	+			+	+		+	+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+		+	+	+	+	+	+		+		+	+	+	+	
English language stylistics								+					+		+	+				+	+		
Comparative grammar		+									+	+	+		+				+				
Oral translation		+				+					+	+	+		+				+			+	
Literary fiction translation		+	+	+	+			+			+	+	+			+	+				+	+	
Practical training (4 weeks)		+	+	+	+	+	+	+			+	+	+	+	+	+	+		+	+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+		+	+	+	+	+	+		+		+	+	+	+	
Administrative and business translation		+						+			+	+	+	+			+		+	+		+	
Translation of scientific and technical texts		+						+			+	+	+	+			+		+	+		+	
Written translation / Press language /		+						+			+	+	+	+			+		+	+		+	
Term paper (translation)		+	+	+				+		+	+	+	+	+		+	+		+	+	+	+	
Practical training		+	+	+	+	+	+	+			+	+	+	+	+	+	+		+	+	+	+	
English language /oral and written speech/		+	+	+	+	+	+	+		+	+	+	+	+	+		+		+	+	+	+	
Translation of scientific and technical texts		+						+			+	+	+	+			+		+	+		+	
Written translation / Press language /		+						+			+	+	+	+		+	+		+	+		+	
Geology / English language/							+				+								+	+	+	+	
Graduation paper		+	+	+	+	+	+	+		+	+	+	+	+	+	+	+		+	+	+	+	

YEREVAN STATE CONSERVATORY AFTER KOMITAS

1. Name of the academic program in Armenian: Երաժշտականարվեստ (կոմպոզիցիա)

2. Name of the academic program in English: Musical Art (Composition)

3. Level of qualification: Bachelor

4. Total number of credits: 240 ECTS credits

5. Duration of studies: 4 years / 8 semesters

6. Type of study: Full-time

7. Language of instruction: Armenian

8. The academic program is discussed in YSC-Scientific Council 2019 №4

9. The academic program is approved by YSC-Scientific Council 2019 2019 №6

10. Admission Requirements

The applicant must have a secondary general education graduation certificate or middle level vocational degree.

The admission is based on the admission procedure of the RA higher educational institutions approved by the RA Government.

- Admission Exams

Specialty (composition), solfeggio, harmony (a task checking the complete knowledge of classical harmony).

11. The main goal of the academic program is

- to provide open, accessible and practical atmosphere for learning, as well as to provide the necessary conditions for professional growth by observing the norms of academic freedom.
- to develop critical thinking, social involvement, sense of responsibility, tendency towards self-development.

The goals of the academic program are to train composers who

- will have relevant knowledge, skills and abilities to continue their studies and/or to get a job commensurate with their specialization,
- will have sufficient knowledge to be competitive in the international arena.

12. The Learning Outcomes of the Academic Program

Upon completion of the program, students will be able to

- create music on their own in different genres of contemporary classical music,
- recognize the expressive means and techniques of the past and modern music, and use them freely in their own creative work,
- have extensive knowledge about the history, theory and aesthetics of Western and Armenian music,
- master the art of harmonization, polyphony and instrumentation in different musical styles,
- be acquainted with academic ways, styles and vocabulary of written and oral speech; participate in written and oral discourses in their professional field, both in Armenian and in at least another language,
- have basic knowledge about other branches of art, humanities and social sciences,
- have basic knowledge in the field of music pedagogy,
- participate in teamwork, cooperate properly with performers and other professionals of music sphere,
- have enough knowledge to continue their education at the second level of higher education.

13. The Content of the Program

This academic program consists of 3 subject units.

- Specialty: 60 credits
- General professional courses: 147 credits
 - Music theory courses: 50 credits
 - Music history courses: 33 credits
 - Practical music courses: 45 credits
 - Courses on Armenian music: 19 credits
- Humanitarian and pedagogical subjects: 33 credits
 - Courses related to Pedagogy: 10 credits
 - Humanities and Social Sciences: 23 credits

14. Graduation preconditions, qualification documents

- final attestation, exams

The academic program is considered completed when the student fulfills 230 credits, to which are added 10 credits of final attestation.

- The awarded qualification
- Bachelor of Music Arts (Composition)

15. Chair: Chair of Creation (Composition) of YSC

16. Qualification level: National Qualifications Framework Level 6:
First degree of higher education

17. Next level of education: Master's degree

18. Professional Status

The right to have a job commensurate with the bachelor's degree.

A. Specialty(Composition): 60 ECTS Credits

The purpose of the educational part is the development of creative thinking, as well as to acquire composing techniques through acquaintance with the expressive means and styles of the past and present.

The educational part corresponds to the points 1, 2, 3, 4, 5 and 9 of the learning outcomes of the program.

	Program Learning Outcomes
1.	• Create music in different (instrumental and vocal) genres • Imagine and understand the real sound of the recorded music
2.	• Know the expressions and aesthetics of modern music • Have the knowledge about musical reconstruction and dramaturgy
3.	• Know the techniques of musical creation • Know the different systems of musical notation
4.	• Master the instrumentation skills for different musical compositions • Have the ability to work competently with different types of vocal sounds
5.	• Analyze and describe own musical works
6.	• Make effective rehearsal with music performers by presenting realistic demands and maintaining the ethics of professional relations

Course title	Semesters	Credits	Assessment form
			Test
			Exam
			Test

COMPOSITION	8	60	Exam
			Test
			Exam
			Test
			test + final attestation

B. General Professional Unit: 147 ECTS Credits.

The aim of the educational part is to provide students from different fields of music with the necessary theoretical, historical and practical knowledge and skills. This knowledge is one of the most important prerequisites for music, so it is an integral part of a professional course. The educational part contributes to the implementation of points 1, 2, 3, 4, 5, 8, 9, 9 and 10 of the learning outcomes of the academic program.

The module is divided into 4 sub-modules: theoretical, historical, practical and courses related to Armenian music.

Course title	Semesters	Credits	Assessment form	Subdivisions and learning outcomes
Musical instrument science	2	4	Test	Theoretical 1,4,9,10
			Exam	
Solfeggio	2	4	Test	Theoretical 2,3,10
			Exam	
Harmony	2	6	Test	Theoretical 2,3,4,10
			Exam	
Notation	1	3	Exam	Theoretical 1,3
Strict and freestyle polyphony	4	10	Test	Theoretical 1,2,3,4,10
			Exam	
			Test	
			Exam	

Basics of choral writing	1	2	Exam	Theoretical 1,2,4,10
Musical styles	3	6	Exam	Theoretical 1,2,3,4
			Exam	
			Exam	
20th century Musical theoretical concerts	1	1	Test	Theoretical 3,10
Music technologies of the 20th century	1	1	Test	Theoretical 2,4
Analysis of musical works	4	13	Exam	Theoretical 1,2,3,5,10
			Exam	
			Exam	
			test + final attestation	
History of music	7	28	Exam	Historical 2,3,4,5,10
			Exam	
			Exam	
			Exam	
			Exam	
			Exam	
20th century avant- garde music	2	5	Test	Historical 2,3,4,5
			Exam	
General piano	8	13	Test	Practical 2,4,8,9
			Test	
			Test	
			Exam	
			Test	
			Exam	
			Test	

			Exam	
Music notation programs for computer	1	1	Test	Practical 1,2
Computer music programs	1	2	Test	Practical 1,2,4
Instrumentation	6	19	Test	Practical 1,2,4,9,10
			Test	
			Test	
			Exam	
			Test	
			test + final attestation	
Reading the partition	2	4	Test	Practical 2,4,8,10
			Test	
Conducting art	2	6	Test	Practical 2,4,8,10
			Exam	
Folklore - ethnography	1	1	Test	Armenian music 3,10
Folk music	2	4	Test	Armenian music 2,3,5,10
			Exam	
History of Armenian music	4	8	Test	Armenian music 3,5,10
			Exam	
			Test	
			Exam	
Armenian spiritual music	2	4	Test	Armenian music 3,5,10
			Exam	

Harmony in the sound systems of Armenian music	1	2	Test	Armenian music 3,10
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C. Humanitarian and pedagogical unit- 33 ECTS credits.

The main goals of the module are as follows:

1. to provide general education and knowledge
2. to master professional communication in Armenian and foreign languages
3. to teach methods of pedagogical work and practical knowledge in that field
4. to promote orientation in the further specialization of the student

The educational part promotes the implementation of points 5, 6, 7, 9 and 10 of learning outcomes of the academic program.

The educational part is divided into 2 subdivisions: humanitarian-social and pedagogical courses.

Course title	Semesters	Credits	Assessment form	Subdivisions and learning outcomes
Art theory and history	1	2	Exam	Humanitarian 5,6,10
Armenian language and speech culture	2	2	Test	Humanitarian 5,9,10
			Test	
Armenian history	2	2	Test	Humanitarian 5,6,9,10
			Test	
Foreign language*	4	8	Test	Humanitarian 5,10
			Test	
			Test	
			Test	
Elective courses	4	8	Test	Humanitarian 5,6,9,10
			Test	
			Test	
			Test	
Ecology and emergency issues	1	1	Test	Humanitarian 6

Psychology	2	2	Test	Pedagogy 5,6,7,10
Pedagogy	2	2	Test	Pedagogy 5,6,7,10
Teaching methodology	1	1	Test	Pedagogy 7,10
Pedagogical practice	2	5	Test	Pedagogy 7,10
			Test	

*English, French, German, Italian and Russian are taught as foreign languages at Yerevan State Conservatory.