



LibArt_UA



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Abstract:	The collection compiles the Bachelor's degree programs in Liberal Arts and Sciences (LAS) developed by Ukrainian partner universities within the Erasmus+ CBHE project LibArt_UA. It documents the full design and quality assurance process—from initial concept pitching at the Poznań workshop (April 2025), through the development of Program Learning Outcomes, consultations with the Ministry of Education and Science of Ukraine (July 2025), and dual external reviews by EU partners (August–September 2025), to the final presentations at the Project Management Board meeting in Poznań (October 2025).
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FOREWORD

This collection brings together the Bachelor's degree programs in Liberal Arts and Sciences (LAS) developed by 5 Ukrainian partner universities within the framework of the Erasmus+ Capacity Building in Higher Education project LibArt_UA. The programs presented here are the result of an intensive and collaborative design process that involved both Ukrainian and European partners, aimed at establishing the conceptual, methodological, and quality foundations for Liberal Arts and Sciences education in Ukraine.

The initial program concepts—including draft structures, core curriculum ideas, and preliminary thematic focuses—were first presented and discussed during the LibArt_UA curriculum design workshop held at Adam Mickiewicz University in Poznań in April 2025. These discussions served as a crucial starting point for shaping the identity and direction of each program. Building on the outcomes of the workshop, Ukrainian teams developed Program Learning Outcomes (PLOs), which were completed by the end of June 2025.


Updated program concepts were then presented to a representative of the Ministry of Education and Science of Ukraine during a meeting in Kyiv in early July. The Ministry's feedback proved instrumental in aligning the programs with national higher education standards while preserving their Liberal Arts flexibility and interdisciplinary philosophy. Importantly, the programs also incorporate recent amendments to Ukraine's higher education legislation, which now provide stronger support for interdisciplinary and flexible educational trajectories, enabling universities to introduce combined and sectoral interdisciplinary programs. The remarks received from the Ministry were carefully considered in the preparation of the final drafts, which were submitted for external review in early August.

Each program underwent a double review process to ensure multidimensional quality assurance and cross-institutional learning. Every Ukrainian university had its program reviewed by two European partners—one serving as a tandem partner designated from the start of the project, and another invited reviewer chosen by the Ukrainian institution itself. The European partners provided detailed evaluations and recommendations for improvement, which were delivered by the end of September. Ukrainian teams then had time until mid-October to refine their programs based on these reviews.

The final versions of all programs were presented and discussed during the LibArt_UA Project Management Board meeting in Poznań on 20–21 October 2025. Alongside the program texts, the current collection also includes the corresponding peer reviews prepared by EU partners and the presentations delivered by the Ukrainian teams during the Poznań meeting, which document the development logic and contextual considerations behind each program.

This long and carefully structured process was essential not only to guarantee the academic quality of the programs, but also to ensure their philosophical coherence with the Liberal Arts tradition, their alignment with the evolving national legal framework supporting interdisciplinarity, their capacity to offer flexible and student-centered learning paths, and their potential to foster sustainable academic ecosystems within Ukrainian universities.



	<p>NATIONAL UNIVERSITY OF KYIV-MOHYLA ACADEMY</p>
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General information	
Full name of the HEI and structural unit on the basis of which the program is implemented	National University of Kyiv-Mohyla Academy, Kyiv, Ukraine
Degree of higher education and title of qualification	Bachelor Bachelor of Liberal Arts and Sciences
Official name of the bachelor program	Bachelor Program in Liberal Arts and Sciences
Type of diploma and scope of the educational program	Bachelor's degree, single-cycle, 240 ECTS credits, duration of study – 3 years and 10 months. Combined interdisciplinary program
Cycle/level	Bachelor: NQF of Ukraine – Level 6, FQ-EHEA – First cycle, EQF-LLL – Level 6
Language(s) of instruction	Ukrainian and English (English is used for separate courses, taught by the local faculty, as well as for the guest courses, COIL courses etc.)
Program fields of study, standards & competences	
<p><i>While developing the programs Ukrainian institutions must also take into account unified national education standards, defined by the fields of study and level of the program, e.g. Bachelor, Master, PhD. The standards include the predefined competences the program graduates should have by completing the program in the field / level.¹ In case of multidisciplinary programs all / part of the competences by subject field / level should be considered, depending on the program type. Currently the standards also include PLA, while most of the standards are expected to be revised in the course of 2025-26, with one remarkable change - each HEI will be expected individually develop PLA for each of its program.</i></p>	
Field(s) of study of the program (2-5, in case of interdisciplinary program)	The Liberal Arts and Sciences EPP is an interdisciplinary program of a combined type, which combines five specialties from different

¹ <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukraini/zatverdzeni-standarti-vishchoi-osviti>



	fields of study: Philosophy, Sociology, Economics, Environmental Studies and Computer Science.
Current national standards by field of study and level	<p>Philosophy https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/033-Filosofiya-bakalavr.28.07-1.pdf</p> <p>Sociology https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/054-Sotsiolohiya-bakalavr.28.07-1.pdf</p> <p>Economics https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/051-Ekonomika-bakalavr.28.07-1.pdf</p> <p>Environmental Studies https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/12/21/101-ekologiya-bakalavr-1.pdf</p> <p>Computer Science https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2019/07/12/122-kompyut.nauk.bakalavr-1.pdf</p>
Integral competence	The ability to take a comprehensive view, analyze, and innovatively solve complex issues and problems of today.
General Competences (GC)	<ul style="list-style-type: none">– The ability to intellectually learn, search for, and critically analyze information from various sources and different fields of knowledge.– The ability to demonstrate personal leadership and responsibility for solving complex problems.– The ability to generate new ideas (creativity).– The ability to introspect, stress resistance, and adaptability in a new situation.– The ability to learn throughout life, determine individual learning goals, plan an individual educational trajectory under changing circumstances.– Ability to work autonomously, evaluate and ensure the quality of work performed.– Ability for team leadership, high level of emotional intelligence for effective interpersonal interaction and cooperation in a situation of diversity and interculturality, for solving research and practical problems.– Ability to use <i>modern</i> information and communication technologies.– Ability to communicate in the state and foreign languages, both orally and in writing, as well as to work in an international context.



	<ul style="list-style-type: none">- The ability to act socially responsible and consciously, based on ethical considerations (motives).- The ability to exercise one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, and the rights and freedoms of the citizens in Ukraine.
Specialized professional competences (PC)	<ul style="list-style-type: none">- Understanding the meaning of philosophy, its disciplinary diversity and place in the cultural system- Ability to use knowledge about the development of basic philosophical ideas, teachings and trends in professional activities- Ability to apply philosophical methods and approaches in professional activities- Ability to master and use basic classical and modern sociological theories- Ability to master and use basic classical and modern sociological theories- Ability to analyze social changes taking place in Ukraine and the world as a whole- The ability to apply knowledge about society as a holistic system- Knowledge and understanding of the theoretical foundations of ecology, environmental protection and sustainable use of nature- Ability to critically reflect on the basic theories, methods and principles of natural sciences- Ability to master international and domestic experience in solving regional and transboundary environmental problems- The ability to think logically, draw logical conclusions, use formal languages and models of algorithmic calculations, design, develop and analyze algorithms, evaluate their efficiency and complexity, solvability and insolvability of algorithmic problems for adequate modeling of subject areas and creation of software and information systems- Ability to think systems, apply systems analysis methodology to research complex problems of various natures, methods of formalization and solving systemic problems that have conflicting goals, uncertainties and risks- Ability to perform intelligent data analysis based on computational intelligence methods, including large and poorly structured data, their operational processing and visualization of analysis results in the process of solving applied problems- Ability to demonstrate knowledge and understanding of the problems of the subject area, the basics of the functioning of modern economics at the micro-, meso-, macro- and international levels- Understanding the features of the modern world and national



	<p>economy, their institutional structure, substantiation of the directions of the state's social, economic and foreign economic policy</p> <ul style="list-style-type: none">- The ability to justify economic decisions based on an understanding of the laws of economic systems and processes and using modern methodological tools- Ability to identify and solve research and practical problems from a multidisciplinary perspective and using different methods and approaches- Ability to apply perspectives and theories from different disciplines to specific areas of research in an integrated manner and a transdisciplinary approach that transcends disciplines for holistic analysis
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1/ PROFILE

Objectives of the program

NaUKMA, reestablished in 1992, has a strong institutional tradition of implementing a student-centered, liberal arts approach patterned on North American academic models. Experimenting with open curriculum model in 1992-1996 laid the groundwork for the university's current approach, when students are encouraged to take courses outside their primary discipline, fostering interdisciplinary knowledge and critical thinking. Gradually early LAS concept transformed into specific approach to the currently practiced at NaUKMA program design, which imposed significant credit volume, given to subject specific electives (these are the electives related to the students core areas of specialization) and free elective courses (more than required by national regulations) and open access to free electives across disciplines. NaUKMA is famous for its flexibility and commitment to develop open corpus of elective courses, now available to all students through the digitalized system of registration.

The design of the new NaUKMA LAS program will be representing a classical “open curriculum model” of LAS education (as exemplified by University College Maastricht, University College Groningen, University College Utrecht, based on Reference framework for the Liberal Arts and Sciences (LAS) programs in the Netherlands), but at the same time its design will be reflecting the recent “Requirements for interdisciplinary educational (scientific) programs” – “Requirements”, issued by the Ministry of Education and Science of Ukraine in April 2025 (with amendments)². Therefore the current program, developed by NaUKMA, is expected meeting 2 goals – (re)introduction of the carefully structured LAS Bachelor program and instruction of the pure interdisciplinary program, one of the 1st of its type in Ukraine.

According to the p.3 of the above mentioned “Requirements”, before designing the curricula of the program it is necessary to define so called “interdisciplinary thematic field of knowledge”, that is a combination of the field-specific competences, selected from the list of competences as defined by the national standards for each subject specific programs. According to the taxonomy of interdisciplinary programs (p.4.) NaUKMA LAS program legislation belongs to the type “combined interdisciplinary program”, that means that it is allowed to combine and will really combine five (the highest number allowed) different specialties from different field of knowledge.

NaUKMA working group created the basic “interdisciplinary thematic field of knowledge” of the new LAS program by bringing together the key elements of five fields of study: Philosophy, Sociology, Ecology, Computer Sciences and Economics. So the general list of competences of the program as well as PLO was partially selected from the national standards of the mentioned fields of studies, plus we developed specific competences and PLO that reflect LAS approach (awareness of global challenges, project and problem based learning, interdisciplinary), please find more on the program’s PLOs below.

Within this diverse interdisciplinary learning environment, the student, being empowered with academic advising and tutoring, skills of reflection, informed decision making, takes the responsibility for choosing unique educational plan following three wide subject tracks: Humanities, Social Sciences, Science, and to build its individual pathway within these tracks, meeting additionally the cross-tracks requirements.

² <https://zakon.rada.gov.ua/laws/show/z0537-25#Text>



Unique features

The LAS Bachelor program at NaUKMA offers a unique and dynamic interdisciplinary learning environment, preparing students to become adaptive leaders and innovators.

Educational journey starts with a foundational year (1st year of studies) aimed at gaining essential competences from the integrated interdisciplinary thematic field of knowledge, including Philosophy, Sociology, Ecology, Computer Sciences and Economics, discovering the value of making connection between different disciplines and knowledge paradigms in research and in practice, and then continues with developing more specific skills and competences within three subject tracks: Humanities, Social Sciences, Science (in years 2-4). Mandatory methodological courses in various disciplines will foster research skills and interdisciplinary mindset. The students will have to build strong communication and writing skills (in English, Ukrainian, and second foreign language).

The program will cultivate intellectual curiosity, problem-solving skills, collaboration and leadership capacity through designing inter- and cross- disciplinary Projects, that are included in the curriculum as a mandatory course in years 1-3, will equip the students with the skills to approach real-life programs from the cross-disciplinary perspectives, which should be approached by the teams, made of specialists with different focus, who have shared wide understanding of the problem (or are coordinated by these type of leaders).

Students are encouraged to engage in extracurricular activities, peer-led learning, mobilities and internship to create an educational path that aligns with their unique aspirations.

Graduate profile

Graduates of the program will be able to:

- **Integrate Diverse Knowledge:** Seamlessly combine insights and methodologies from the humanities, social sciences, and natural sciences with the technical skills of computer science.
- **Solve Complex Problems:** Utilize this integrated knowledge to analyze, deconstruct, and innovate solutions for intricate, real-world challenges.
- **Lead Interdisciplinary Projects:** Design, manage, and execute inter- and cross-disciplinary projects and research, demonstrating leadership and collaborative skills.
- **Work in the Intercultural Teams:** understand and value the diversity of approaches and cultures.
- **Continue Education at the Master Level:** while having the wide context, the LAS graduates will also have enough skills and knowledge to continue education at the specific subject-concentrated Master's programs (upon defining possible future master specialization at the 3rd - 4th bachelor years and choosing the appropriate courses)
- **Have Additional Training or Retraining:** in the situation of the changing job market of Ukraine: be open and have the skills for additional training or retraining, based on the abilities for the life-long learning, as well as interdisciplinary vision, provided by the LAS program.

Key words (10-15)

Open curriculum, interdisciplinary, problem-based learning, project-based learning, unique academic trajectory, holistic developmental approach, self-directed learning, academic advising and tutoring, peer-led learning and mentoring



2/ PROGRAM LEARNING OUTCOMES

While developing list of competences and PLO for the unique curriculum of LAS program, NaUKMA working group integrated the approaches to program design, presented by EU project partners (particularly at the LibArt_UA Curriculum Development Workshop in April 2025, conducted at AMU, Poznan, Poland), the concept of “significant” learning (Fink) and the professional / generic competencies or PLOs (based on Bloom’s taxonomy), prescribed by Ukraine's national educational standards for each bachelor-level field of study to meet all regulatory requirements.

Each national standard for the bachelor level of studies by specific field of studies in Ukraine includes: the list of subject-specific (professional) competencies, the list of generic (soft skills) competencies, and also the full list of program learning outcomes (PLO), describing the results of education in more details, please find the link to the standards above. One of the LibArt_UA project challenges is the necessity to develop the programs now so that to launch the programs in the academic year 2026, while approach to the national standards is in the process of changes (e.g. PLO will not be included into the standards anymore and will have to be developed by the universities themselves, for each of their programs) and the standards themselves should be replaced by the new version in the course of 2025-26 academic year. While emphasizing this challenge, it is important to notice that the current program is developed according to the valid legislative requirements, mentioned above and below.

Following the national “Requirements for interdisciplinary educational (scientific) programs” (MESU, April 2025) for the “combined interdisciplinary program” NaUKMA defined its “interdisciplinary thematic field of knowledge” by integrating subject-specific competences (5 from each standard) with generic (soft skills) competencies across all 5 fields of studies, and also relevant within LAS model of education.

Based on the list of competencies, the full list of related PLOs was defined in five areas of knowledge, and definitions were taken from the national standards:

- Philosophy – PLO1-PLO4
- Sociology – PLO5-PLO6
- Economics – PL13-PL15
- Ecology – PLO7-PLO9
- Computer Sciences – PL10-PL12

PLO related to generic (soft) skills (PLO 21-28) were directly adopted from the national standards of the program's core fields.

The specific features of LAS model are presented with additional competencies and PLOs (PLO16-20, 22, 29), that are specifically focusing on skills like interdisciplinary thinking, ethical reasoning, and holistic problem-solving that go beyond traditional discipline-specific requirements. These PLOs were developed by the NaUKMA team and added to those PLOs that appear in the national standards.

As a result, the program's Program Learning Outcomes (PLOs) are organized into two primary categories to ensure a comprehensive and well-rounded education:

- Foundational PLOs: These outcomes are adopted from national standards and cover both subject-specific knowledge in core disciplines and general competencies, or soft skills.



- LAS-Specific PLOs: These unique outcomes represent the distinctive features of a liberal arts education, emphasizing interdisciplinary thinking and holistic problem-solving.

Mandatory courses linked to the LAS-Specific PLOs the students encounter at the beginning of their studies at the LAS program foster critical reflection, a meta-perspective, and general understanding of how to have an interdisciplinary look at global challenges and how to approach complex problems from diverse perspectives so as to find adequate solutions. Students will also acquire basic skills in various research methodologies and project development.

The interdisciplinary thematic field of knowledge (PLO01-15) serves as the program's core foundation. All graduates must master this before specializing in one of three tracks: Humanities, Social Sciences, or Science. This structure ensures students first gain a broad, fundamental understanding across diverse fields.

Ultimately, this integrated approach provides students with an enlarged vision for designing solutions through problem-based learning, which they can then apply to their subject-specific research and projects."

The curriculum is designed to progressively build upon the PLOs. As required by the current requirements to program design, introduced by the National Agency for Higher Education Quality Assurance (NAQA, <https://en.naqa.gov.ua/>), the full list of PLO should be reflected in and provided by the mandatory part of the curriculum, and then additionally supported and enhanced by professional and free elective courses.

Therefore all PLOs are initially established within the mandatory core of the curriculum, and directly linked to each course. They are then reinforced and enhanced by a range of courses, including professional and free electives. This model ensures that every student gains a comprehensive understanding of the core competencies while also having the flexibility to pursue their specific interests.

The program's foundational year and the mandatory components/courses in the years 2-4 are specifically designed to introduce and address the full list of PLOs. The comprehensive initial exposure in the year 1 provides a strong academic basis. During the years 2-4, the core competencies of the year 1, supported by the mandatory components of the years 2-4 (projects, pop-up courses, course of the second foreign language) are progressively deepened and refined through the courses, elected by the student within the subject tracks, methodology block courses and qualification thesis. At the same time the NaUKMA working group recognizes that the requirement that only (or mostly) the mandatory components should support all the PLO goes into certain contradiction with the idea of the LAS program, which completeness is ensured by the combination of the mandatory (LAS core and interdisciplinary mandatory courses of the first year, Projects, pop-up courses) and elective components (students choosing the subject track, which is provided by professional-specific wide subject area electives and supported by free electives).

Therefore, it could be stated as a result that the LAS program at NaUKMA balances national educational requirements with the unique features of LAS educational model. This approach ensures the program is both compliant with national regulations and innovative in its educational philosophy.

REFERENCE: Appendix A Program Learning Outcomes (multidimensional) with unified introduction



3/ CURRICULUM OVERVIEW

Elements of Curriculum

Overall the NaUKMA LAS program consists of the 3 main blocks of the courses – mandatory, program-specific professional electives (related to the wide subject area tracks, see below) and free electives, description of each of the blocks provided below.

Mandatory courses are obligatory for all the students of the program. Most of these courses students will take during the 1st year of the 4-year Bachelor LAS program. Even though these courses are interconnected by supporting general and LAS particular PLOs, they can be divided into the 2 groups:

- LAS Core Courses, these are mostly courses of semester 1 of the year 1 plus Project 1
- Interdisciplinary mandatory courses., these are mostly the courses of the semester 2 and semester 2ad (de facto academic year at NaUKMA is divided into 2 parts/terms, while officially 3rd summer term is called the additional period of semester 2, 4 and 6, according to the years of study, marked as 2ad, 4 ad, 6 ad. There is no summer term for the students of the 4th, graduating year).

Upon completion of the 1st year of studies the students will be expected to choose one of the three wide subject area tracks: Humanities, Social Science and Science. Within the tracks, in the years 2-4 of their studies the students are expected to choose program-specific professional electives of levels 1-3 within their track, with the requirement of taking at least 2 courses of level 3. The student may concentrate on one particular subject within the wide subject area track (e.g. History in Humanities) or to stay in the interdisciplinary modus (e.g. have the “Language of History Textbooks” as a research question, which would require taking courses from the wider subject list, e.g. Philology, History, Literary Studies etc.). To confirm cross-subject area interdisciplinary nature of the programs, in order to keep intercommunication within the group of students, as well as to support the cross subject area students’ research inquiries (e.g. “Social Impact of the Global Warming”) the students are also expected to choose at least 2 courses of levels 1-3 from two other subject tracks. Additionally the block of the program-specific professional electives includes the Methodological cluster, which contain courses, which should prepare the students for the analytics, research etc. in the subjects or subject areas of the students’ particular interest, where the students are expected to take at least 2 courses. The students have a multi-level system of advising and tutoring, which will support their course selection. Most of the program-specific professional electives are existing courses from various NaUKMA Bachelor programs.

NaUKMA LAS program includes additional mandatory courses, the students are expected to take during the years 1-4:

- “Project” courses 1-3, taken in years 1-3, in which the students, divided into the smaller groups, are concentrated on looking at/solving the practical problems, pre-defined /prepared by the LAS program faculty members. “Project” courses have different focus at each year of study (find the description of the “Project” 1-3 courses below), divided into smaller interdisciplinary groups. The effort will be made that for the Projects 2-3 the groups will be made of students from different subject tracks to increase the interdisciplinary approach and multi-subject co-creation effect.
- Second foreign language courses
- Pop-up courses

All the mandatory courses of the program (besides the “Second foreign language” courses) are non-existing and should be developed by the beginning of the program.



There is no pre-defined course for the block of free electives– the students may take any courses from any NaUKMA programs, in case of eligibility of the places and meeting the pre-requirements.

The ECTS credits distribution of the components of the NaUKMA LAS courses is the following:

TYPES OF COURSES	Credits ECTS	%
TOTAL MANADATORY COURSES (courses of year 1, 2nd foreign language, Project courses, qualification project/paper)	81	33,75
TOTAL PROFESSIONAL SUBJECT TRACK ELECTIVES (courses of subject tracks 1-3, methodological cluster)	135	56,25
TOTAL FREE ELECTIVES	24	10
TOTAL ALL	240	100

REFERENCE: Appendix B Visualization of the Program



4/ EDUCATIONAL CONTENT

Types of courses and description

Mandatory Courses: As mentioned above, these courses are mostly of the 1st year of studies and combine the LAS Core Courses and Interdisciplinary Mandatory courses. While the LAS CORE Courses introduce the students to the concept and nature of LAS studies, the program's interdisciplinary mandatory courses of the 1st year of studies provide all students with a broad interdisciplinary foundation. These 2 concepts are interconnected, therefore mandatory courses of the 1st year of studies cover diverse fields – e.g., seminars examine human existence in the digital age, the foundations of knowledge and research, and contemporary global challenges. These courses help students develop their critical thinking, communication, strong and evidence-based reasoning, and ethical inquiry, ensuring all graduates attain key competencies (e.g. analytical and communication skills) outlined in the program learning outcomes. The Project courses 1-3, which start at the end of year 1 as a culmination of the stage, when students are supposed to get good understanding of the LAS concept of education, as well as have basic knowledge in the core subjects of the program, give students practical experience applying interdisciplinary methods. Mandatory second foreign language brings the students to B2 proficiency, reinforcing the program's global perspective. The program will experiment with including the Pop-up courses of 6 ECTS as a mandatory component without prior description of the course content. The idea is that the program team will design such a course or courses on the urgent topic or / and of a different format (e.g. micro credential, open also for the general public; series of guest lectures under the umbrella of a certain topic etc.), where the students again will have to work altogether.

Program-Specific Professional Electives (within interdisciplinary subject tracks): As announced upon completion of year 1 the students are expected to choose one of the interdisciplinary subject tracks, Humanities, Social Sciences, and Science. Therefore, majority of the curriculum consists of electives organized into three thematic tracks (Humanities, Social Sciences, and Science). The courses of each subject track are divided into the levels 1-3, based on the level and prerequisites, which is a novelty for NaUKMA, where so far the course were rather “attached” to the year of study. Students pursue a chosen concentration track with the requirement of taking at least 2 courses at level 3 and are also required to take at least 2 courses from another track to ensure interdisciplinary breadth. Requirement regarding the structure of the professional electives is also a novelty for NaUKMA. These electives cover advanced specialized topics that connect theory with practice – for instance, a course on environmental sustainability integrates scientific, economic, and cultural perspectives on sustainability. This structure provides depth in one field while also encouraging integration of knowledge across fields, in line with the program's interdisciplinary goals. It is possible, that certain courses would simultaneously belong to 2, or even 3 subject tracks. As mentioned, most of the course from tis group are existing courses of multiple NaUKMA Bachelor programs, e.g. Philosophy, Philology (English and Ukrainian Philology), Literary Studies, History, Cultural Studies, Political Science, Sociology, Economics, Law, Environmental Studies, Computer Science, Physics, Biology, Chemistry etc. Additional element of the Professional Electives curriculum block is the joint (single for all the tracks) Methodological Cluster, which should equip students with the appropriate analytical and research skills (students should take at least 2 courses of their choice from this cluster). It should be mentioned that the professional electives for 3 wide subject tracks were developed by 3 different working groups of the NaUKMA faculty members, each group has selected its own method of defining the courses. The Social Sciences and Science groups have decided on more traditional approach of choosing the course from the particular subject programs/tracks (e.g. Sociology, Political



Science etc.) and assigning them according to a level (which, however, may be different from the year of study, the course would normally be taken within the traditional subject-based programs). While most of the professional electives are existing courses, most of the Level 3 course in Science should be newly developed, integrating the knowledge, obtained in narrower subject courses of the Level 1-2. Humanities working group has rather defined thematical “Clusters” within the wider Humanities track (e.g. “Text, artifact, archive, interpretation”) and made the choice of existing (as well as possible new courses) courses for the LAS professional electives block according to these “tracks”. Also the Humanities working group reviewed the courses offered in the existing LAS programs of the EU LibArt_UA partners and have defined the ones (mostly of the UCM), which would be particularly relevant for the NaUKMA LAS with the idea of either developing a similar course, or inviting the UCM lectures as guest professors, or developing joint COILs etc.

Free Electives: Approximately 10% of the curriculum is reserved for free electives, which students can select from any academic program. This flexibility allows students to broaden their education or deepen individual interests beyond the core and the professional electives within the LAS subject tracks. By exploring diverse subjects, students develop a well-rounded outlook and greater adaptability, learning to synthesize knowledge from different fields.

*REFERENCE: Appendix C - List of mandatory courses / vs list of program learning outcomes
Appendix D – List of elective courses*



5/ FINAL ASSESSMENT AND QUALIFICATION

The program culminates in a Bachelor's Thesis – an independent mono- or interdisciplinary research project that serves as the final requirement for program completion. This thesis (15 ECTS) demonstrates the student's ability to integrate knowledge from multiple disciplines, analyze scholarly sources, and formulate original conclusions in a well-argued written work. By completing the thesis, students prove their mastery of key program learning outcomes such as critical thinking, research skills, and academic communication. According to national requirements, the final attestation may also include a comprehensive qualification exam alongside the thesis defense if required. Upon fulfilling all final assessment components, graduates earn the Bachelor's degree in Liberal Arts and Sciences, confirming their qualification at the first-cycle (undergraduate) level.



6/ STUDENT GUIDANCE / SYSTEM OF STUDENT SUPPORT, COURSE SELECTION

NaUKMA Liberal Arts and Sciences Center (LAS Center) will promote *holistic developmental approach*, designed to help students discover their values, strengths, and goals, and then create a personalized academic trajectory to achieve them. LAS Center will proactively engage students in learning activities that empower them to take ownership of their education.

Starting from the program launch (in 2026) and then further in the first years of program implementation the LAS Center will develop the structured model of academic support consisting of six pillars:

1/ *Academic advising and tutoring*

- Regular one-to-one sessions with academic advisor to create and manage meaningful and coherent course of study, connect academic choice with long-term planning, identify individual goals, values and strengths, allow early intervention and proactive support. NaUKMA provides faculty with dedicated time for advising.
- Group academic advising sessions for small groups of students with similar academic challenges or needs.

2/ *Holistic skills development*

- Scheduled workshops on foundational competences delivered in-person or online for small groups of students by faculties or experts.
- Curriculum-integrated tutoring delivered by faculties in a format of group tutorials on effective study / research skills as a part of course schedule.

3/ *Peer tutoring*

- Cross-year peer tutoring – one-to-one or group sessions on specific topics for the younger students led by a trained senior or graduate students.
- Peer-assisted learning – group study sessions led by advanced students on difficult topics/skill to organize collaborative learning within a course.

4/ *Mentor programs*

- Structured one-to-one or small group sessions delivered by graduates, faculties, or experts focusing on career exploration, skills development, networking, long-term guidance on personal development.

5/ *Faculty collaboration and training*

- Training for the faculty and peer advisors in effective tutoring pedagogy.
- Mentoring program for early stage academics provided by experienced faculties.
- Comprehensive resource hub

6/ *Data-driven quality assurance*

- Regular evaluation of LAS Center services through student feedback and performance metrics.
- Review of the support system based on research or best practices examples

During its inaugural year (2026-2027), the LAS Center will focus on building the core pillars of its new system. The initial priorities will be the development of a strong **academic advising and tutoring framework** and the implementation of a comprehensive program for **faculty collaboration and training**. Other components will be introduced gradually in the following years, based on the experiences and feedback from students and academicians.



7/ ECOSYSTEM

Administrative/Academic units supporting LAS program launching and implementation

In June 2025 NaUKMA has established a dedicated academic unit – **the NaUKMA’s Liberal Arts and Sciences Center (LAS Center)** – to support the launch and administration its new LAS Bachelor’s program. The LAS Center will cultivate a high-engagement environment, mentorship opportunities, and efficient student–faculty interaction. This solution follows best practices for LAS education, whereby universities house LAS programs in dedicated colleges or centers to foster cross-disciplinary learning and a close-knit academic community.

NaUKMA has provided LAS Center with its own **physical space** with lounge / study areas, offices for administrators. This environment, filled with pieces of art, musical instruments, books, places for group work, are crucial for fostering a sense of identity and belonging for both students and faculty.

The LAS Center will have dedicated **administrative staff**, including a program director and two academic coordinators. This team (currently open vacancies) will establish an umbrella platform for seamless interaction and collaboration among all involved departments, faculties (without creating a new faculty, which is a strategic decision), and students. By serving as the first point of contact for students, the LAS Center will manage all issues related to student administration, acting as a crucial bridge between students and the broader university structure.

A significant challenge arises from NaUKMA’s existing organizational (similar to any other university in Ukraine) structure where respective departments oversee curriculum development and academic staff appointments, while faculty administrative offices are responsible for student records and communications. Designing LAS Center as a hub might be a solution for all program-related activities.

Before the program launch, the LAS Center staff will be focused on designing the structure of cooperation, including:

- LAS board for curriculum development;
- model of joint appointments (where academics will be affiliated with both home department and LAS Center);
- model of student affiliation (when students could be affiliated with one of the faculties, while their academic pathway is administered by the LAS Center);
- academic integration to encourage interdisciplinary cooperation;
- systematic approach to academic advising and tutoring etc.

The **LAS Center** is expected to be more than just an administrative office; it will be the heart of the program. By serving as the first point of contact for all student administration issues, the LAS Center will build a foundation for a unified and vibrant community.

Additionally, in the future, the LAS Center should play an instrumental role in other academic activities at NaUKMA, including initiating interdisciplinary programs or their components, advising and coaching on the student-centered strategy within the organization of the program, curricula inclusivity etc.



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8/ SAMPLE STUDENT PATHWAY

Sample student pathway(s) can be found in Annex E



Appendix A Program Learning Outcomes (multidimensional)

METHODOLOGY

Unique strategy for “Backward Design”³ model of developing the curriculum of interdisciplinary Liberal Arts / Liberal Arts and Sciences (LAS) programs was established during Workshop on LAS programs held at Adam Mickiewicz University in Poznań, Poland, on April 7–9, 2025.

Multifaceted definition of program learning outcomes (PLO) should be the intersection between institutional capacity, program mission, stakeholder expectations, national qualifications frameworks, and student aspirations. For interdisciplinary programs in particular, it is essential to ensure a balanced integration of elements from multiple domains of knowledge and their productive synthesis—something that is only possible through well-structured and methodologically coherent PLOs.

The curriculum design model established within the **LibArt_UA** project combines defining of program learning outcomes using various approaches and taxonomies:

- Bloom’s taxonomy⁴ - a straightforward and widely adopted model that clearly illustrates the hierarchy of cognitive outcomes, from memorization to knowledge creation. However, its capacity to capture metacompetencies—those that are central to LAS programs—is relatively limited. As a result, program developers have increasingly turned to alternative taxonomies that offer a broader scope of learning outcomes;
- “Significant learning” by L. Dee Fink⁵ - which emphasizes integrative thinking, the personal dimension of learning, and its transformative potential. Fink’s taxonomy moves away from hierarchical classifications and instead approaches learning as a holistic and complex activity—a view that aligns closely with the logic of interdisciplinary education. It reveals interconnections across different types of PLOs: from foundational knowledge to its practical application, from personal insight to comprehensive shifts in worldview. This approach enables the design of PLOs that integrate knowledge from various domains and focus on real-life contexts, societal relevance, and self-awareness. A key strength of Fink’s model, particularly in the context of Liberal Arts, lies in its emphasis on values, intrinsic motivation, and student engagement as the foundation for building individualized educational trajectories within highly flexible curricular structures;
- Leveraging institutional strategy / qualification requirements / soft skills (BISLA example of PLO planning) presented by Bratislava International School of Liberal Arts (BISLA). This model of planning PLO not only illustrates the role of the educational environment in shaping a program’s PLOs but also details the unique competencies that distinguish LAS programs, highlighting the continuity between their general and specialized components;

The final stage of developing PLO was to check its relevance to LAS educational model:

- o Interpersonal & Teamwork
- o Research & Inquiry
- o Interdisciplinary competences
- o Lifelong Learning & Personal Development

³ Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

⁴ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

⁵ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.



- o *Global Citizenship / Societal Awareness*
- o *Inclusion and Diversity*

Ukrainian institutions must also consider the phenomena of the national education standards for each field and level of study and their combination when designing curricula, to ensure realistic and effective implementation of academic programs⁶.

The notion of the is defined Article 10, Section III of the Law of Ukraine on Higher Education⁷:

Article 10. Higher Education Standards

1. Higher education standard is a set of requirements for higher education programs that are common for all educational programs within a certain specialty and higher education level.

2. Higher education standards shall be elaborated for each higher education level within each specialty in accordance with the National Qualifications Framework and shall be used to determine and evaluate the quality of higher education, the results of educational activities conducted by the institutions of higher education (scientific institutions), and learning results in relevant specialties.

3. The higher education standard shall define the following requirements for the educational program:

1) volume of ECTS credits required to obtain a relevant higher education degree;

2) requirements for the education level of persons who may start training under this program, and the results of their training;

3) a list of mandatory competencies of the graduate;

4) standard content for training the higher education applicants formulated in terms of learning results;

5) forms of attestation for higher education applicants;

6) requirements for the creation of educational programs by knowledge branch, two knowledge branches or a group of specialties (in the standards for junior bachelor level), as well as interdisciplinary educational and scientific programs (in the standards for master and doctor of philosophy levels);

7) requirements of professional standards (if any).

4. Higher education standards for the specialties needed to access the additionally regulated professions may contain additional requirements for admission rules, the structure of the educational program, education content, organization of educational process and certification of graduates. The standard content for training the higher education applicants under the relevant educational programs shall be formed in terms of program learning results.

⁶ <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukraini/zatverdzeni-standarti-vishchoi-osviti>

⁷ <https://zakon.rada.gov.ua/laws/show/en/1556-18?find=1&lang=en&text=standard#Text>



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5. The institution of higher education shall use a relevant educational program to elaborate a curriculum that determines the list and volume of educational components in ECTS credits, their logical sequence, forms of educational process organization, types and amount of learning classes, schedule of the educational process, forms of current and final control that ensure achievement of program learning results by an applicant for a relevant higher education degree.

Based on the curriculum, individual curricula for each academic year shall be elaborated and approved for each higher education applicant as stipulated by the institution of higher education. An individual curriculum shall be based on the higher education applicant's personal choice of disciplines in the volume stipulated by this Law, taking into account the educational program's requirements for learning its mandatory components. An individual curriculum shall be mandatory for a higher education applicant.

6. Higher education standards for each specialty shall be elaborated by the central executive authority for education and science (taking into account the proposals of the branch government authorities for the state policy in the relevant fields, as well as branch associations of employer organizations) and approved by it in co-ordination with the National Agency for Higher Education Quality Assurance.



LIST OF PLAs

LIST OF PLAs	
PLO1	Understand the meaning of philosophy, its place in the cultural system
PLO2	Understand the modern scientific picture of the world, its main problems and contradictions
PLO3	To be aware of the main philosophical methods and approaches, to understand the ethical and practical significance of philosophical knowledge
PLO4	Apply general humanistic and philosophical knowledge across different areas of life
PLO5	Apply the principles of sociological theories and concepts to the study of social changes in Ukraine and the world
PLO6	Possess skills in collecting social information using quantitative and qualitative methods
PLO7	Understand the basic concepts, theoretical and practical problems in the field of natural sciences that are necessary for analysis and decision-making in the field of ecology, environmental protection and optimal use of natural resources
PLO8	Solve problems in the field of environmental protection using generally accepted and/or standard approaches and international and domestic experience
PLO9	Be able to explain the social, economic, and political consequences of implementing environmental projects
PLO10	Apply knowledge of the basic forms and laws of abstract-logical thinking, the basics of the methodology of scientific knowledge, forms and methods of extracting, analyzing, processing and synthesizing information in the subject area of computer science
PLO11	Design, develop and analyze algorithms for solving computational and logical problems, evaluate the efficiency and complexity of algorithms based on the application of formal models of algorithms and computable functions
PLO12	Use the methodology of systems analysis of objects, processes and systems for the tasks of analysis, forecasting, management and design of dynamic processes in macroeconomic, technical, technological and financial objects
PLO13	Explain models of socio-economic phenomena from the perspective of fundamental principles and knowledge based on an understanding of the main directions of development of economic science
PLO14	Perform interdisciplinary analysis of socio-economic phenomena and problems in one or more professional areas, considering risks and possible socio-economic consequences
PLO15	Be able to think abstractly, apply analysis and synthesis to identify key characteristics of economic systems at different levels, as well as the behavioral characteristics of their actors
PLO16	Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity
PLA17	Integrate critical thinking into the process of intellectual inquiry and professional activity
PLO18	Generate hypotheses and innovative ideas in both academic and professional contexts
PLO19	Integrate perspectives, approaches, and knowledge from different disciplines for a comprehensive analysis of today's complex problems
PLO20	Identify meaningful connections between ideas, experiences, knowledge, and real-world challenges
PLO21	Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases,



	critically analyze and interpret it, organize, classify and systematize it
PLO22	Initiate consideration and resolution of complex issues and problems
PLO23	Have the skills to conduct intellectual discussions based on dialogue, openness, and tolerance
PLO24	Combine independent and teamwork skills to achieve results with an emphasis on professional integrity and responsibility for decision-making
PLO25	Communicate professional issues in the national and foreign languages orally and in writing, use them to organize effective intercultural communication
PLO26	Pursue continuous personal and professional development through critical self-assessment and reflection
PLO27	Demonstrate flexibility and adaptability in new situations, in working with new objects in uncertain conditions
PLO28	Act socially responsibly and consciously, guided by ethical principles and respect for diverse viewpoints and intercultural differences
PLO29	Demonstrate active civic engagement by promoting civil society, advancing the Sustainable Development Goals, and upholding the rule of law and human rights

BISLA MODEL	
General	<p><i>Common to all applicants at this level, regardless of the program</i></p> <p>PLO21 Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it</p> <p>PLO25 Communicate professional issues in the national and foreign languages orally and in writing, use them to organize effective intercultural communication</p> <p>PLO28 Act socially responsibly and consciously, guided by ethical principles and respect for diverse viewpoints and intercultural differences</p>
Institutional	<p><i>Formed by the HEI environment as such; related to the mission and goals of the HEI</i></p> <p>PLO29 Demonstrate active civic engagement by promoting civil society, advancing the Sustainable Development Goals, and upholding the rule of law and human rights</p> <p>PLO23 Have the skills to conduct intellectual discussions based on dialogue, openness, and tolerance</p>
Program-specific	<p><i>Specific to applicants of a specific program; shaped by the program as a whole LAS model related</i></p> <p>PLO19 Integrate perspectives, approaches, and knowledge from different disciplines for a comprehensive analysis of today's complex problems</p> <p>PLO16 Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity</p> <p>PLO20 Identify meaningful connections between ideas, experiences, knowledge, and real-world challenges</p> <p>PLO17 Integrate critical thinking into the process of intellectual inquiry and professional activity</p> <p>PLO22 Initiate consideration and resolution of complex issues and problems</p> <p>PLO18 Generate hypotheses and innovative ideas in both academic and professional contexts</p> <p>PLO 24 Combine independent and teamwork skills to achieve results with an emphasis on professional integrity and responsibility for decision-making</p>



	<p>PLO26 Pursue continuous personal and professional development through critical self-assessment and reflection</p> <p>PLO27 Demonstrate flexibility and adaptability in new situations, in working with new objects in uncertain conditions</p>
Subject-specific	<p><i>Cluster "Humanities"</i></p> <p>PLO1 Understand the meaning of philosophy, its place in the cultural system</p> <p>PLO2 Understand the modern scientific picture of the world, its main problems and contradictions</p> <p>PLO3 To be aware of the main philosophical methods and approaches, to understand the ethical and practical significance of philosophical knowledge</p> <p>PLO4 Apply general humanistic and philosophical knowledge across different areas of life</p> <p><i>Cluster "Social Sciences"</i></p> <p>PLO5 Apply the principles of sociological theories and concepts to the study of social changes in Ukraine and the world</p> <p>PLO6 Possess skills in collecting social information using quantitative and qualitative methods</p> <p>PLO13 Explain models of socio-economic phenomena from the perspective of fundamental principles and knowledge based on an understanding of the main directions of development of economic science</p> <p>PLO14 Perform interdisciplinary analysis of socio-economic phenomena and problems in one or more professional areas, considering risks and possible socio-economic consequences</p> <p>PLO15 Be able to think abstractly, apply analysis and synthesis to identify key characteristics of economic systems at different levels, as well as the behavioral characteristics of their actors</p> <p><i>Cluster "Science"</i></p> <p>PLO7 Understand the basic concepts, theoretical and practical problems in the field of natural sciences that are necessary for analysis and decision-making in the field of ecology, environmental protection and optimal use of natural resources</p> <p>PLO8 Solve problems in the field of environmental protection using generally accepted and/or standard approaches and international and domestic experience</p> <p>PLO9 Be able to explain the social, economic, and political consequences of implementing environmental projects</p> <p>PLO10 Apply knowledge of the basic forms and laws of abstract-logical thinking, the basics of the methodology of scientific knowledge, forms and methods of extracting, analyzing, processing and synthesizing information in the subject area of computer science</p> <p>PLO11 Design, develop and analyze algorithms for solving computational and logical problems, evaluate the efficiency and complexity of algorithms based on the application of formal models of algorithms and computable functions</p> <p>PLO12 Use the methodology of systems analysis of objects, processes and systems for the tasks of analysis, forecasting, management and design of dynamic processes in macroeconomic, technical, technological and financial objects</p>

Based on Bloom's Taxonomy		
Classification in the cognitive sphere Cognitive (Knowledge & Thinking Skills)	Classification in the emotional (affective) sphere Affective (Attitudes & Values)	Classification in the psychomotor sphere Psychomotor (Skills & Performance)
PLO1 Understand the meaning of philosophy, its place in the cultural system	PLO16 Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity	
PLO2 Understand the modern scientific picture of the world, its main problems and contradictions	PLO17 Integrate critical thinking into the process of intellectual inquiry and professional activity	
PLO3 To be aware of the main philosophical methods and approaches, to understand the ethical and practical significance of philosophical knowledge	PLO23 Have the skills to conduct intellectual discussions based on dialogue, openness, and tolerance	
PLO4 Apply general humanistic and philosophical knowledge across different areas of life	PLO26 Pursue continuous personal and professional development through critical self-assessment and reflection	
PLO5 Apply the principles of sociological theories and concepts to the study of social changes in Ukraine and the world	PLO28 Act socially responsibly and consciously, guided by ethical principles and respect for diverse viewpoints and intercultural differences	
PLO6 Possess skills in collecting social information using quantitative and qualitative methods	PLO29 Demonstrate active civic engagement by promoting civil society, advancing the Sustainable Development Goals, and upholding the rule of law and human rights	
PLO7 Understand the basic concepts, theoretical and practical problems in the field of natural sciences that are necessary for analysis and decision-making in the field of ecology, environmental protection and optimal use of natural resources	PLO 24 Combine independent and teamwork skills to achieve results with an emphasis on professional integrity and responsibility for decision-making	
PLO9 Be able to explain the social, economic, and political consequences of implementing environmental projects		



PLO8 Solve problems in the field of environmental protection using generally accepted and/or standard approaches and international and domestic experience		
PLO10 Apply knowledge of the basic forms and laws of abstract-logical thinking, the basics of the methodology of scientific knowledge, forms and methods of extracting, analyzing, processing and synthesizing information in the subject area of computer science		
PLO11 Design, develop and analyze algorithms for solving computational and logical problems, evaluate the efficiency and complexity of algorithms based on the application of formal models of algorithms and computable functions		
PLO13 Explain models of socio-economic phenomena from the perspective of fundamental principles and knowledge based on an understanding of the main directions of development of economic science		
PLO14 Perform interdisciplinary analysis of socio-economic phenomena and problems in one or more professional areas, considering risks and possible socio-economic consequences		
PLO15 Be able to think abstractly, apply analysis and synthesis to identify key characteristics of economic systems at different levels, as well as the behavioral characteristics of their actors		
PLO12 Use the methodology of systems analysis of objects, processes and systems for the tasks of analysis, forecasting, management and design of dynamic processes in macroeconomic, technical, technological and financial objects		
PLO21 Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it		
PLO20 Identify meaningful connections between ideas, experiences, knowledge, and real-world challenges		



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PLO22 Initiate consideration and resolution of complex issues and problems		
PLO18 Generate hypotheses and innovative ideas in both academic and professional contexts		
PLO19 Integrate perspectives, approaches, and knowledge from different disciplines for a comprehensive analysis of today's complex problems		
PLO25 Communicate professional issues in the national and foreign languages orally and in writing, use them to organize effective intercultural communication		
PLO27 Demonstrate flexibility and adaptability in new situations, in working with new objects in uncertain conditions		

Based on Fink's taxonomy of Meaningful Learning					
Basic knowledge: facts, terms, concepts <i>Foundational knowledge</i>	Application of knowledge: critical, practical, creative thinking <i>Application</i>	Knowledge integration: the ability to establish connections, similarities, interactions <i>Integration</i>	Human dimension: understanding oneself, interacting with others <i>Human Dimension</i>	Caring: value, behavioral, and worldview changes <i>Caring</i>	Learning ability: generation of new knowledge <i>Learning how to learn</i>
PLO1 Understand the meaning of philosophy, its place in the cultural system	PLO4 Apply general humanistic and philosophical knowledge across different areas of life	PLO12 Use the methodology of systems analysis of objects, processes and systems for the tasks of analysis, forecasting, management and design of dynamic processes in macroeconomic, technical, technological and financial objects	PLO23 Have the skills to conduct intellectual discussions based on dialogue, openness, and tolerance	PLO28 Act socially responsibly and consciously, guided by ethical principles and respect for diverse viewpoints and intercultural differences	PLO26 Pursue continuous personal and professional development through critical self-assessment and reflection
PLO2 Understand the modern scientific picture of the world, its main problems and contradictions	PLO5 Apply the principles of sociological theories and concepts to the study of social changes in Ukraine and the world	PLO13 Explain models of socio-economic phenomena from the perspective of fundamental principles and knowledge based on an understanding of the main directions of development of economic science	PLO 24 Combine independent and teamwork skills to achieve results with an emphasis on professional integrity and responsibility for decision-making	PLO29 Demonstrate active civic engagement by promoting civil society, advancing the Sustainable Development Goals, and upholding the rule of law and human rights	PLO27 Demonstrate flexibility and adaptability in new situations, in working with new objects in uncertain conditions
PLO3 To be aware of the main philosophical methods and approaches, to understand the ethical and practical significance of philosophical knowledge	PLO8 Solve problems in the field of environmental protection using generally accepted and/or standard approaches and international and domestic experience	PLO14 Perform interdisciplinary analysis of socio-economic phenomena and problems in one or more professional areas, considering risks and possible socio-economic consequences	PLO25 Communicate professional issues in the national and foreign languages orally and in writing, use them to organize effective intercultural communication		PLO16 Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity



PLO3 To be aware of the main philosophical methods and approaches, to understand the ethical and practical significance of philosophical knowledge	PLO9 Be able to explain the social, economic, and political consequences of implementing environmental projects	PLO15 Be able to think abstractly, apply analysis and synthesis to identify key characteristics of economic systems at different levels, as well as the behavioral characteristics of their actors			
PLO7 Understand the basic concepts, theoretical and practical problems in the field of natural sciences that are necessary for analysis and decision-making in the field of ecology, environmental protection and optimal use of natural resources	PLO10 Apply knowledge of the basic forms and laws of abstract-logical thinking, the basics of the methodology of scientific knowledge, forms and methods of extracting, analyzing, processing and synthesizing information in the subject area of computer science	PLO19 Integrate perspectives, approaches, and knowledge from different disciplines for a comprehensive analysis of today's complex problems			
	PLO11 Design, develop and analyze algorithms for solving computational and logical problems, evaluate the efficiency and complexity of algorithms based on the application of formal models of algorithms and computable functions	PLO21 Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it			
	PLO17 Integrate critical thinking into the process of intellectual inquiry and professional activity	PLO22 Initiate consideration and resolution of complex issues and problems			
	PLO18 Generate hypotheses and innovative ideas in both academic and professional				



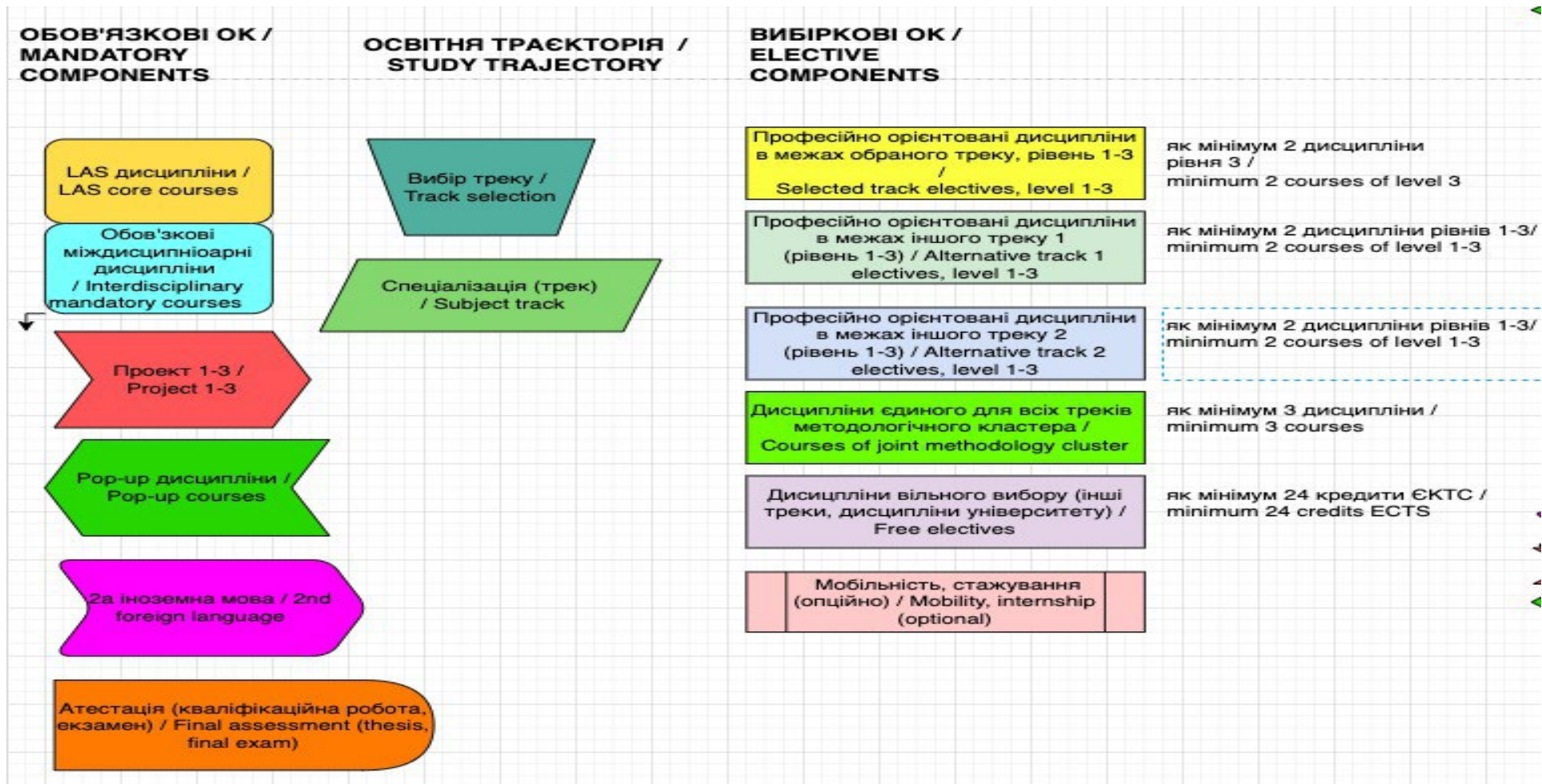
	contexts				
	PLO21 Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it				

Specific competencies for LA / LAS programs	
Interpersonal & Teamwork	<ul style="list-style-type: none"> • PLO 24 Combine independent and teamwork skills to achieve results with an emphasis on professional integrity and responsibility for decision-making • PLO23 Have the skills to conduct intellectual discussions based on dialogue, openness, and tolerance
Research & Inquiry	<ul style="list-style-type: none"> • PLO22 Initiate consideration and resolution of complex issues and problems • PLO2 Understand the modern scientific picture of the world, its main problems and contradictions • PLO15 Be able to think abstractly, apply analysis and synthesis to identify key characteristics of economic systems at different levels, as well as the behavioral characteristics of their actors • PLO16 Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity • PLO17 Integrate critical thinking into the process of intellectual inquiry and professional activity • PLO18 Generate hypotheses and innovative ideas in both academic and professional contexts
Interdisciplinary competences	<ul style="list-style-type: none"> • PLO19 Integrate perspectives, approaches, and knowledge from different disciplines for a comprehensive analysis of today's complex problems • PLO22 Initiate consideration and resolution of complex issues and problems • PLO20 Identify meaningful connections between ideas, experiences, knowledge, and real-world challenges

	<ul style="list-style-type: none"> • PLO4 Apply general humanistic and philosophical knowledge across different areas of life
Lifelong Learning & Personal Development	<ul style="list-style-type: none"> • PLO16 Cultivate the capacity for ongoing intellectual inquiry and uphold the value of lifelong learning and intellectual curiosity • PLO26 Pursue continuous personal and professional development through critical self-assessment and reflection
Global Citizenship / Societal Awareness	<ul style="list-style-type: none"> • PLO28 Act socially responsibly and consciously, guided by ethical principles and respect for diverse viewpoints and intercultural differences • PLO29 Demonstrate active civic engagement by promoting civil society, advancing the Sustainable Development Goals, and upholding the rule of law and human rights
Inclusion and Diversity	<ul style="list-style-type: none"> • PLO20 Identify meaningful connections between ideas, experiences, knowledge, and real-world challenges • PLO27 Demonstrate flexibility and adaptability in new situations, in working with new objects in uncertain conditions
Ethical Leadership	<ul style="list-style-type: none"> • PLO22 Initiate consideration and resolution of complex issues and problems • PLO25 Communicate professional issues in the national and foreign languages orally and in writing, use them to organize effective intercultural communication



Appendix B Visualization of the Program





Рік 1 / Year 1

Семестр 1 / Semester

LAS дисципліни / LAS core courses

Обов'язкові міждисциплінарні дисципліни
/ Interdisciplinary mandatory courses

Семестр 2 / Semester 2

LAS дисципліни / LAS core courses)

Обов'язкові міждисциплінарні дисципліни
/ Interdisciplinary mandatory courses

Семестр 2д / Semester 2a

Обов'язкові міждисциплінарні дисципліни
/ Interdisciplinary mandatory courses

Проект 1 / Project 1

Вибір треку /
Track selection

Трек Гуманітаристика
/ Humanities
subject track

Трек
Соціальні науки /
Social Sciences
subject track)

Трек
Природничо-технічні науки /
Science subject track



Рік 2 / Year 2

**Семестр 1 / Semester
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-2 / Selected track electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-2

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

**Семестр 2 / Semester 2
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-2 / Selected track electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-2

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

**Семестр 2д / Semester
2a (всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-2 / Selected track electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-2

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

Проект 2 / Project 2 (семестр 1-2д / semester 1-2a)

Рор-ап курс /
Pop-up courses (переважно семестр 2д / preferably semester 2д)



Рік 3 / Year 3

**Семестр 1 / Semester
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-3 / Selected track electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-3

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

Мобільність, стажування (опційно) / Mobility, internship (optional)

**Семестр 2 / Semester 2
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-3 / Selected track electives, level 1-2

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-3

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

Мобільність, стажування (опційно) / Mobility, internship (optional)

**Семестр 2д / Semester
2a (всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 1-3 / Selected track electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-2) / Alternative track 1 electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-3

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

Проект 2 / Project 2 (семестр 1-2д / semester 1-2a)

Pop-up курс /
Pop-up courses (переважно семестр 2д / preferably semester 2д)



Рік 4 / Year 4

**Семестр 1 / Semester
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 3 / Selected track electives, level 3

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-3) / Alternative track 1 electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-2) / Alternative track 2 electives, level 1-2

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

Мобільність, стажування (опційно) / Mobility, internship (optional)

**Семестр 2 / Semester 2
(всі треки / all tracks)**

Професійно орієнтовані дисципліни в межах обраного треку, рівень 3 / Selected track electives, level 3

Професійно орієнтовані дисципліни в межах іншого треку 1 (рівень 1-3) / Alternative track 1 electives, level 1-3

Професійно орієнтовані дисципліни в межах іншого треку 2 (рівень 1-3) / Alternative track 2 electives, level 1-3

Дисципліни вільного вибору (інші треки, дисципліни університету) / Free electives

**Семестр 2д / Semester
2а (всі треки / all tracks)**

Атестація (кваліфікаційна робота, екзамен)

Appendix C - Mandatory courses / vs list of program learning outcomes

<i>Mandatory Course Title</i>	<i>Developed/ To be developed</i>	<i>ECTS</i>	<i>Semester</i>	<i>Mandatory course description (one sentence)</i>
Liberal Arts and Sciences Worldview: Tools, Environment, Approaches	To be developed	3	1	The course will have 3 parts 1) the 1st part aims at familiarize students with the specificity of the Liberal Arts tradition from ancient to modern times, their role in the history of European civilization, as well as with its modern implication in Europe and worldwide (USA, Japan etc.) 2) 2nd part of the course will include interactive guest lectures from partner LAS institutions from the LibArt_UA project consortium 3) the 3rd part will provide the very first introduction to the close reading, discussion format, interpretation and reflection exercise through reading of the selected text. all 3 components of the course will run in parallel. The course could be taught in the first week(s) of the Semester 1 as an introduction to the program before start of the other courses
What it means to be human: existential challenges in the age of digital transformation	To be developed	5	1	This course will engage participants in a critical discussion of the fundamental, long-term existential challenges that digital technology poses to humanity and the planet. The participants will explore topics such as the environmental impact of technology, loss of biodiversity, the erosion of human agency, blurring of lines between information and reality, risky displacement of human “lifeworld”, control of super powerful AI, changes in envisioning of human being, human body, life and death. The students will examine how these changes affect the social contract and democracy. Participants will then apply current scientific knowledge to develop future scenarios for humanity.
Philosophy of knowledge and scientific communication: fundamentals	To be developed	5	1	The course introduces students to the core concepts of science, research, and evidence- and research-based informed decision making in policy, entrepreneurship, and education. The key challenge is to learn how to distinguish between opinions, facts, research and knowledge, and to understand the nature of

				truth and falsehood. The course will present the historical path of developing the ideas of science and its institutional embodiment, social orders supporting the value of science and research.
Art of Academic Research: Fundamentals	To be developed	5	1	The course introduces program participants to the concept of academic research, developing critical thinking, source analysis, and academic writing skills. Students will master the tools for formulating research questions, collecting data, and creating compelling arguments necessary for success in an academic environment.
Great challenges of our time: interdisciplinary questions and preliminary answers	To be developed	8	1	In this course, participants will explore the complexities of current great / global challenges as problems that need more than one discipline to find a solution. One global challenge will be selected for the first part of the course to be introduced from multidisciplinary perspectives and in the interactive format by several faculty members from different areas of knowledge. In the 2 nd part of the course students are divided into project groups, each tackling a real-world, complex problem through interdisciplinary, project-based learning, with a focus on collaboration, research, and reflection.
Research and professional communication: Ukrainian and English languages 1	To be developed	3	1	The course is aimed at developing skills for effective academic and professional communication in Ukrainian and English. Students will master the principles of creating scientific texts, presentations, business correspondence, etc., and will also learn to adapt communication to different cultural and professional contexts and tasks.
Society, state, and economy: historical dimension and modernity	To be developed	5	2	The course is devoted to a comprehensive analysis of the interrelations between society, state, and economy in historical perspective and contemporary conditions. Students explore the evolution of social systems, political institutions, and economic mechanisms in different historical periods—from antiquity and the Middle Ages to the early modern period, the industrial era, and the present day. Particular attention is paid to comparing different models of statehood, mechanisms of economic development, social stratification, and transformation processes in a globalized world. The course is interdisciplinary in nature and helps students develop the ability to think systematically about social change.



				Students acquire analytical skills for evaluating public policies and economic strategies and learn to critically interpret historical sources and contemporary data.
Environmental sustainability: technology, culture, economics, and social change	To be developed	5	2	The course explores environmental sustainability as an interdisciplinary phenomenon that encompasses the interrelationships between society, technology, economics, and culture. Students will learn how these areas affect the environment and shape future trajectories of sustainable development. The course aims to develop critical thinking and the ability to analyze contemporary challenges from the perspective of environmental responsibility.
Interdisciplinary research methods	To be developed	4	2	The students will be exploring methods and theories from multiple disciplines to address complex problems that single fields cannot solve. The course covers foundational concepts such as developing research questions, problem formulation, theoretical integration, and methodological design across diverse fields. Students will develop skills in qualitative and quantitative analysis, data collection, and ethical considerations specific to interdisciplinary work. The course will allow to review cases of interdisciplinary projects and design the project related to the relevant issue.
Mathematical thinking and analysis of data and systems	To be developed	5	2	The course introduces students to the basic mathematical concepts and tools necessary for quantitative data analysis and modeling of complex systems. It develops skills in applying mathematical apparatus to understand and describe real-world phenomena, from economic processes to sociodemographic changes. The course also develops the ability to communicate mathematical ideas and results clearly.
Research and professional communication: Ukrainian and English languages 2	To be developed	4	2	The second part of the course deepens students' skills in creating scientific and professional texts in Ukrainian and English. Particular attention is paid to analyzing the genre characteristics of academic writing, improving oral communication, and developing critical thinking for effective interaction in intercultural and interdisciplinary professional environments.

Fundamentals of programming for data analysis and research	To be developed	4	2ad	The course provides students with fundamental knowledge and practical programming skills. It covers effective data collection, processing, analysis, and visualization, as well as the automation of routine tasks in research. The course introduces key programming concepts, data structures, and algorithms, developing the ability to independently create and optimize software solutions for solving real research problems.
Project 1	To be developed	3	2ad	This year-long course will establish the environment providing a foundational understanding of the key elements of cooperation, research, and project work. The project work will serve as a practical introduction to working in a team environment to solve a defined problem. The students will develop the skills in cooperation and teamwork, research skills, and project management. The students will learn the basics of project work, including defining a project scope, setting clear objectives, and managing a timeline to deliver a final product. As a result, the participants will gain the understanding of the value of diverse perspectives and leveraging individual strengths to achieve a common goal. The project work results with public presentation, and also includes self-evaluation and reflection exercise.
Project 2	To be developed	5	3-4ad	This year-long learning opportunity will allow to develop and apply essential skills in interdisciplinary research design and cooperation. This hands-on project will challenge the students to identify a complex problem and then design a comprehensive research plan to address it under the supervision of interdisciplinary team of researchers. The students will learn how to formulate a clear research question, integrate methods and theories from multiple disciplines, and create a logical methodological design to tackle a complex problem. After designing the project, the students will have to evaluate and probe it in real-life circumstances, and then identify potential challenges, and learn from the results. The project work results with public (group) presentation, and also includes self-evaluation and reflection exercise.
Project 3	To be developed	5	5-6ad	This individual or group project should tackle real-life issues and encourage students to design research-based project activities to find the solution. The



				student will master their leadership, research skills, integrating methods from various disciplines, and develop realistic solution. The experience is designed to boost leadership, interdisciplinary research, and practical problem-solving skills. The role of the academic coordinator is advising and support. The project work results with public (group) presentation, and also includes self-evaluation and reflection exercise.
Second foreign language	Developed	20	3,4,5,6	Learning a second language is aimed at developing cognitive skills, better memory and attention. B2 level of language skills provides direct access to a wealth of original sources, allowing students to engage with different intellectual traditions and perspectives, values, history, and social nuances of another culture. This fosters empathy, tolerance, and a more nuanced global perspective.
Pop-up course(s)	Guest / COIL / Micro credential courses	6	3,4,4ad, 5,6ad,7	The course will introduce dynamic, and highly relevant learning experiences designed to meet a specific, immediate need for knowledge or skills. Unlike traditional courses, they are flexible, focused on practical application, and quickly developed to address emerging trends in technology, business, and society. The courses (in the form of micro credentials) could be open for the general public so that to expose the LAS program students to the wider public, potentially to those outside of the pure academic context. There could be one or a few Pop-up course during the program with the total of 6 ECTS credits
Qualification work (possibly, qualification exam)	N/a	15	8ad	The qualification work is the final stage of the program and involves students preparing an independent (interdisciplinary) research project that demonstrates their ability to integrate knowledge from different fields, analyze sources and literature, formulate their own conclusions, and present them in a properly formatted written text. If required by the national regulations, the program may also include a qualification exam as an additional element of the final assessment.
Total ECTS credits for mandatory courses		81		

*Appendix D – List of elective courses
(by tracks/ clusters/ blocks/major, if relevant)*

Course title	Existing / To be developed	Level of the course (1-3)	ECTS	Comments
Subject track electives				
Humanities track				
<i>“Text, artifact, archive, interpretation“ Thematic Cluster</i>				
World Literature - 1	Existing	1	6	
World Literature - 2	Existing	2	6	
World Literature - 3	Existing	2	6	
Ukrainian Literature	Existing	1	6	
Biblical Studies	Existing	2	4	
Theory of Meaning and Nonsense	Existing	3	3	
Museums of the World	Existing	3	3	
Historical and Philosophical Biographies	Existing	3	3	
Contemporary Ukrainian and Foreign Historiography	Existing	3	4	
Oral History: Theory, Method, Source	Existing	3	4	
Ukrainian Genealogy: Sources, Methods of Research and Representation	Existing	3	3	

Practicum in the Analysis of Verbal Sources and Scientific Texts	Existing	2	3	
Living in a Technological Culture: Introduction to Science and Technology Studies Part 1 (UCM)	-	3	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Science, Power and the Construction of Facts: Introduction to Science and Technology Studies Part 2 (UCM)	-	3	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Digital Media: Digitalization, Digital Cultures and User Practices (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Acts of Literature: The Role of Prose, Poetry and Plays in a Changing World (UCM)	-	3	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
The Future of Literature? (UCM)	-	3	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
<i>“Language, speaking, communication” Thematic Cluster</i>				
Visual Communications	Existing	1	4	
Scientific Writing	Existing	1	3	
Linguistic Geography	Existing	2	4	

Fundamentals of Literary Creativity	Existing	2	6	
Creative Writing in English	Existing	2	3	
Problems of the Origin and Formation of the Ukrainian Language	Existing	2	3	
Fundamentals of Communicative Linguistics	Existing	3	3	
Language of the Modern Media Space	Existing	3	3	
Dialect in Culture and Literature	Existing	3	3	
Proper Names at the Crossroads of Time and Culture	Existing	3	3	
Latin	Existing	2	3	
Rhetoric	Existing	2	4	
<i>“History, narratives, influence, ideology” Thematic Cluster</i>				
Discourses of Identities in European Culture	Existing	3	4	
History of European Culture	Existing	1	4	
History of Ukraine	Existing	1	8	
Culture and Power	Existing	3	5	
Ancient Civilizations of the East	Existing	2	3	
Language of Resistance in Ukraine: Anti-Totalitarian	Existing	3	3	



and Decolonization Practices				
Language of Totalitarianism	Existing	3	3	
Language, Culture, and Society I: An Introduction to the Field (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Language, Culture and Society II: Analyzing Language (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Poetry, Poetry Theory and Poetry Practices (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
<i>“Philosophy and Philosophizing” Thematic Cluster</i>				
Humanism, Anti-humanism, Post-humanism: Philosophical Perspectives	Existing	2	3	
History of Western Philosophy: Antiquity	Existing	1	4	
History of Western Philosophy: Late Antiquity, Middle Ages	Existing	1	3	
History of Western Philosophy: Modern Times and the Enlightenment	Existing	2	4	
History of Western Philosophy: 19th Century	Existing	2	4	



Contemporary Western Philosophy	Existing	3	4	
Religion, Myth and Secularization (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Cultural Memory and the Politics of Visualizing the Past (UCM)	-	3	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
The Idea of Europe: The Intellectual History of Europe (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
<u>“Arts and Art Practices” Thematic Cluster</u>				
Screen Arts and Visual Culture	Existing	2	3	
General History of Art	Existing	1	4	
Ancient Culture	Existing	1	4	
Mass Culture	Existing	3	4	
Performance in Contemporary Culture	Existing	3	3	
Contemporary Western Culture	Existing	2	4	
Cultural Practices of Organizing Space	Existing	3	4	
Phenomenon of Contemporary Pop Cultures of the East	To be developed	2	4	



Phenomenon of African Cultures	To be developed	2	4	
Philosophy of Music	Existing	2	3	
Philosophy of Art	Existing	2	3	
Aesthetics	Existing	2	4	
Introduction to Art: Representations, Performances and Interactions (UCM)	-	2	5	This is the UCM course, which is of particular relevance for the NaUKMA LAS program. NaUKMA will either develop similar course, or will invite the UCM lectures as guest professors, on NaUKMA and UCM may consider developing COIL on topic of this these courses etc.
Social Sciences track				
Fundamentals of Public Policy	Existing	1	3	
Democracy: From Theory to Practice	Existing	1	4,5	
Introduction to Geopolitics	Existing	1	3	
Economic History	Existing	1	3	
Political Economy (Economic Theory)	Existing	1	4,5	
Microeconomics	Existing	1	5	
Macroeconomics	Existing	1	5	
Fundamentals of Management	Existing	1	4	
Fundamentals of Marketing	Existing	1	4	
Social Anthropology	Existing	1	5	
Sociology of Youth	Existing	2	3	
Political Sociology and Sociology of Elites	Existing	3	4	
Social Structure and Stratification of Society	Existing	2	5	

Masculinity and Men's Studies	Existing	2	4	
Feminism as a Social Theory and Social Movement	Existing	2	4	
Public Sociology	Existing	2	3	
Sociology of Culture	Existing	2	4	
Military Sociology	Existing	2	4	
Sociology of the City, Urbanism	Existing	2	4	
Sociology of Childhood	Existing	2	4	
Sociology of the Environment	To be developed	2	4	
Game Theory	Existing	2	3	
European Studies	Existing	2	4	
Mass Media and Politics in Ukraine and the World	Existing	2	3	
National Models of Economic Systems	Existing	2	5	
Constitutional Law of Ukraine and Foreign Countries	To be developed	2	4	
Fundamentals of Political Analysis	Existing	2	4	
Electoral Systems	Existing	2	3	
Political Parties and Socio-Political Movements	To be developed	2	4	
Political Manipulation	Existing	3	3	
Global Economy	Existing	3	3	
International Economics	Existing	3	5	
Forecasting Economic Crises	Existing	3	3	



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International Economic Institutions	Existing	3	3	
Queer Studies	Existing	3	3	
Data Analysis in Qualitative Research. Practical Dimension	Existing	3	4	
Research on Traumatic and Sensitive Experiences in Sociology	Existing	3	3	
Political Copywriting	Existing	3	3	
Ethics of Artificial Intelligence	To be developed	3	4	
Science track				
General Chemistry	Existing	1	3	
General Biology	Existing	1	3	
General Ecology	Existing	1	7	
General Physics	Existing	1	6	
Mechanics	Existing	1	5	
Inorganic Chemistry	Existing	1	3	
Basic Network Technologies	Existing	1	4	
Fundamentals of Web Technologies	Existing	1	3	
Bioorganic Chemistry	Existing	2	3	
Genetics	Existing	2	4	
Biochemistry	Existing	2	6	
Landscape Ecology	Existing	2	4	
Ecology of Terrestrial Systems	Existing	2	4	



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Ecology of Urban Systems	Existing	2	3	
Ecology of Microorganisms with Fundamentals of Microbiology	Existing	2	3	
Soil Ecology with Fundamentals of Soil Science	Existing	2	4	
Ecology of Aquatic Systems	Existing	2	3	
Physics of Atoms and Atomic Phenomena	Existing	2	4	
Electrodynamics	Existing	2	9	
Classical Mechanics	Existing	2	8	
Modeling of Physical Systems	Existing	2	4	
Fundamentals of Electronics	Existing	2	5	
Alternative Energy	Existing	2	5	
Analytical Environmental Chemistry	Existing	2	3	
Biomimicry	Existing	2	3	
Introduction to Environmental Policy	Existing	2	3	
Introduction to Social Ecology	Existing	2	3	
Environmental Law	Existing	2	3	
Meteorology and Climatology	Existing	2	3	
Organic Chemistry with the Basics of Biochemistry	Existing	2	6	



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Architecture of Computing Systems	Existing	2	4	
Databases	Existing	2	4	
Basic Algorithms for Natural Language Processing	Existing	2	3	
Web Programming	Existing	2	4	
Differential Equations	Existing	2	3	
Electronics and Digital Electronics	Existing	2	3,5	
Information Retrieval	Existing	2	4	
Machine Learning	Existing	2	4	
Neural Networks	Existing	2	4,5	
Fundamentals of Blockchain Technology and Cryptocurrencies	Existing	2	4	
Deep Learning for Computer Vision Tasks	Existing	2	4	
Immunology	Existing	3	3	
Microbiology	Existing	3	4,5	
Technoecology	Existing	3	4	
Agroecology	Existing	3	3	
Thermodynamics and Statistical Physics	Existing	3	7	
Introduction to Solid State Physics	Existing	3	5	
Molecular Biophysics	Existing	3	4	
Actuarial Mathematics	Existing	3	4	
Graph Algorithms	Existing	3	4	

Decision-making Systems and Methods	Existing	3	4	
Quantum Computing and Quantum Information	To be developed	3	4	
Materials Science / Nanomaterials	To be developed	3	4	
Development of Distributed Systems and Cloud Technologies	To be developed	3	4	
Environmental Modeling and Spatial Data Analysis (GIS)	To be developed	3	4	
Methodological cluster				
Discrete Mathematics	Existing	NA	4	
Mathematical Analysis	Existing	NA	4	
Algebra and Geometry	Existing	NA	5	
Algorithms and Data Structures	Existing	NA	5	
Python Programming for Big Data and Data Science	Existing	NA	4	
LaTeX Markup Language	Existing	NA	4	
Data and Society	Existing	NA	3,5	
Cybersecurity	Existing	NA	4	
Fundamentals of Artificial Intelligence	Existing	NA	4	
Probability Theory and Mathematical Statistics	Existing	NA	4	
Fundamentals of Computer Network Design	Existing	NA	4	
Big Data Analysis (Big Data)	Existing	NA	4	

Mathematical Game Theory	Existing	NA	4	
Data Analysis (Sciences)	Existing	NA	4	
General Sociology 1	Existing	NA	4	
General Sociology 2	Existing	NA	4	
Macro- and Microeconomic Modeling	Existing	NA	3.5	
Methodology and Methods of Collecting Quantitative Social Information	To be developed	NA	5	
Introduction to Data Analysis (Social Sciences)	Existing	NA	5	
Qualitative Methods in Sociology	Existing	NA	5	
Analysis of Literary Texts	Existing	NA	3	
Introduction to Literary Studies	Existing	NA	4	
Theory of Literature	Existing	NA	3	
Introduction to Linguistics	Existing	NA	4	
Editing Texts of Various Genres	Existing	NA	3	
Basics of Translation and Interpreting	Existing	NA	4	
General Theory of Culture	Existing	NA	4	
Cultural Studies	Existing	NA	4	
Introduction to History	Existing	NA	5	
Computer Methods of Working with Historical Sources	Existing	NA	4	
Basics of Archaeology	Existing	NA	4	



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Basics of Comparative Studies	Existing	NA	4	
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Appendix E Sample of Student Pathway

Year 1	<ul style="list-style-type: none"> • Liberal Arts and Sciences Worldview: Tools, Environment, Approaches • What it Means to be Human: Existential Challenges in the Age of Digital Transformation • Philosophy of Knowledge and Scientific Communication: Fundamentals • Art of Academic Research: Fundamentals • Great Challenges of our Time: Interdisciplinary Questions and Preliminary Answers • Research and Professional Communication: Ukrainian and English languages 1 • Society, state, and economy: historical dimension and modernity • Environmental sustainability: technology, culture, economics, and social change • Interdisciplinary research methods • Mathematical thinking and analysis of data and systems • Research and professional communication: Ukrainian and English languages 2 • Fundamentals of programming for data analysis and research • Project 1 <p>TOTAL 60 ECTS</p>
SELECTION SPECIALIZATION TRACK - HUMANITIES	
Year 2	<ul style="list-style-type: none"> • World Literature 1 (Professional elective, PE, selected/main track 1) 6 ECTS • Fundamentals of Literary Creativity (PE, track 1) 6 ECTS • Ancient Civilizations of the East (PE, track 1) 3 ECTS • Phenomenon of Contemporary Pop Cultures of the East (PE, track 1) 4 ECTS • Sociology of Culture (PE, track 2) 4 ECTS • General Ecology (PE, track 3) 7 ECTS • Introduction to Literary Studies (Methodology Block, MB) 4 ECTS • Project 2 (MC) 5 ECTS • Second Foreign Language (MC) 10 ECTS • Pop-up course (MC, Guest course, 3 ECTS) • Free electives 8 ECTC <p>TOTAL 60 ECTS</p>



Year 3	<ul style="list-style-type: none">• World Literature 2 (PE, track 1) 6 ECTS• Language, Culture, and Society I: An Introduction to the Field (UCM) (PE, track 1) 5 ECTS• Language, Culture and Society II: Analyzing Language (UCM) (PE, track 1) 5 ECTS• Contemporary Western Culture (PE, track 1) 4 ECTS• Mass Culture (PE, track 1, Level 3) 4 ECTS• Analysis of Literary Texts (MB) 3 ECTS• Sociology of Youth (PE, track 2) 3 ECTS• Introduction to Social Ecology (PE, track 3) 3 ECTS• Project 3 (MC) 5 ECTS• Second Foreign Language (MC) 10 ECTS• Pop-up course (MC, Micro credential) 3 ECTS• Free electives 10 ECTS <p>TOTAL 61 ECTS</p>
Year 4	<ul style="list-style-type: none">• World Literature 3 (PE, track 1) 6 ECTS• Acts of Literature: The Role of Prose, Poetry and Plays in a Changing World (UCM) (PE, track 1, Level 3) 5 ECTS• The Future of Literature? (UCM) (PE, track 1, Level 3) 5 ECTS• Discourses of Identities in European Culture (PE, track 1, Level 3) 4 ECTS• Culture and Power (PE, track 1, Level 3) 5 ECTS• Language of the Modern Media Space (PE, track 1, Level 3) 3 ECTS• Philosophy of Art (PE, track 1) 3 ECTS• Visual Communications (PE, track 1) 4 ECTS• Political Manipulation (PE, track 2) 3 ECTS• Free electives 6 ECTS• Qualification work (possibly, qualification exam) (MC) 15 ECTS <p>TOTAL 59 ECTS</p>



	Poltava V. G. Korolenko National Pedagogical University
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General information	
Full name of the HEI and structural unit on the basis of which the program is implemented	Poltava V.G. Korolenko National Pedagogical University Faculty of Technologies and Design Department of Cultural Studies, Philosophy and Museology
Degree of higher education and title of qualification	Bachelor Bachelor of Cultural Studies, Liberal Arts and Sciences
Official name of the bachelor program	Cultural Studies, Liberal Arts and Sciences
Type of diploma and scope of the educational program	Single, 240 ECTS
Cycle/level	First level of high education NRQ 6
Language(s) of instruction	Ukrainian, English (for some components)
Program fields of study, standards & competences	
<p><i>While developing the programs Ukrainian institutions must also take into account unified national education standards, defined by the fields of study and level of the program, e.g. Bachelor, Master, PhD. The standards include the predefined competences the program graduates should have by competing the program in the field / level.¹ In case of multidisciplinary programs all / part of the competences by subject field / level should be considered, depending on the program type. Currently the standards also include PLA, while most of the standards are expected to be revised in the course of 2025-26, with one remarkable change – each HEI will be expected individually develop PLA for each of its program.</i></p>	
Field(s) of study of the program (2-5, in case of interdisciplinary program)	<i>B12 Cultural studies and museology</i>
Current national standards by field of study and level	<i>Standard of higher education of Ukraine in the specialty 034 “Cultural Studies” for the first (bachelor's) level of higher education (2020).</i>

¹ <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukraini/zatverdzeni-standarti-vishchoi-osviti>



	<p><i>URL: https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/034-Kulturolohiya-bakalavr.28.07-1.pdf</i></p>
Integral competence	<p>The ability to critically reflect on, interpret and transform cultural processes and phenomena in global and local contexts, combining interdisciplinary knowledge, research approaches, ethical responsibility and effective communication skills for professional activities in the fields of culture, education, media, civil society and creative industries.</p>
General Competences (GC)	<p>GC-1. Ability to abstract thinking, analysis and synthesis. GC-2. Knowledge and understanding of the subject area and understanding of professional activity. GC-3. Ability to search, process and analyze information from various sources. GC-4. Ability to identify, pose and solve problems. GC-5. Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge/types of economic activity). GC-6. Appreciation and respect for diversity and multiculturalism. GC-7. Ability to work autonomously. GC-8. Ability to work in a team. GC-9. Ability to communicate in the state language both orally and in writing. GC-10. Ability to communicate in a foreign language. GC-11. The ability to exercise one's rights and obligations as a member of society, to be aware of the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine. GC-12. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and engineering, to use various types and forms of motor activity. GC-13. The ability to make decisions and act, adhering to the principle of inadmissibility of corruption and any other manifestations of dishonesty. GC-14. To constructively resolve conflicts and take responsibility for group decisions in the process of learning, research or implementation of cultural projects. GC-15. to have the ability to empathy, active listening and taking into account different points of view in professional interpersonal communication. GC-16. independently plan, organize and evaluate their own educational trajectory. GC-17. be open to new knowledge, ready for change and continuous professional self-improvement. GC-18. Have inclusive communication PCills, the ability to work taking into account the needs of representatives of marginalized or vulnerable groups. GC-19. Be critically aware of the structures of discrimination,</p>



	<p>prejudice and cultural barriers in local and global contexts. GC-20. Make responsible and ethically motivated decisions in professional activities.</p>
Specialized professional competences (PC)	<p>PC-1. Ability to present the results of professional activity orally and in writing, to provide appropriate reasoning. PC-2. Ability to determine the degree of value and uniqueness of cultural objects in Ukrainian and international contexts. PC-3. Ability to critically analyze cultural phenomena and processes using general scientific and special scientific methods. PC-4. Ability to understand and interpret cultural sources (written, tangible, visual) taking into account different contexts (historical, social, anthropological, political, religious, environmental, etc.). PC-5. Ability to use various sources of information and the methodological apparatus of cultural studies to identify and analyze the cultural needs of society. PC-6. Ability to analyze cultural policy in institutions at different levels. PC-7. Ability to justify decisions on regulating relations in the field of culture based on an understanding of the specifics of socio-cultural processes. PC-8. Ability to create analytical reports, develop recommendations and generate projects (cultural and artistic, artistic and leisure) regarding objects of professional activity, using the current regulatory framework. PC-9. Ability to assess the material and spiritual value of a cultural heritage object of different historical periods and geographical areas. PC-10. Ability to popularize knowledge about culture and disseminate information of cultural content using modern information, communication tools and visual technologies. PC-11. Ability to organize cultural events using modern methods and technologies. PC-12. Ability to adhere to standards of professional ethics and intercultural communication. PC-13. Conduct scientific research using qualitative and quantitative methods. PC-14. Formulate problem questions, hypotheses, substantiate theoretical frameworks and analyze data within the framework of academic research. PC-15. integrate knowledge from different sciences to understand complex socio-cultural processes. PC-16. Be aware of the role of culture in the processes of globalization, social transformations and intercultural dialogue. PC-17. Act responsibly as an active citizen of the world, involved in solving global challenges through the prism of a cultural approach. PC-18. Interpret modern global processes in the context of ethics, environmental awareness and cultural heritage. PC-19. Form value guidelines for teamwork and public activity, based on the principles of respect for dignity, human rights and cultural heritage.</p>



1/ PROFILE

Objectives of the program

To form a specialist in cultural studies capable of critical reflection and interpretation of cultural phenomena in global and local contexts, focused on personal and professional development, who possesses inclusive thinking, ethical leadership, demonstrates an active civic position and an interdisciplinary vision of solving practical problems of man, society and the environment within the chosen focus of Liberal Arts and Sciences.

Graduate profile

Graduates of the “Cultural Studies, Liberal Arts and Sciences” program are interdisciplinary thinkers, culturally competent professionals, and ethically responsible citizens. They are equipped with analytical, research, and communication skills, capable of interpreting cultural phenomena across historical, social, and global contexts. Flexible in thought and action, they can work in diverse fields—culture, education, media, creative industries, or public service.

Unique features

Unique features of the program include a personalized learning path through five LAS focuses, integration of humanities with sciences, emphasis on critical thinking and civic values, and strong practice-oriented training. The combination of general, professional, and elective components ensures both depth and breadth of knowledge. This program prepares students for leadership and innovation in culturally diverse and rapidly changing environments.

Key words

Culture, interdisciplinarity, critical thinking, global awareness, civic engagement, heritage, multiculturalism, liberal education, research, creativity, ethics, cultural policy, communication, social transformation, sustainability

2/ PROGRAM LEARNING OUTCOMES

Short general description, logic of structure

The program is built on a progressive, interdisciplinary model that fosters intellectual autonomy, social responsibility, and cultural awareness. The structure of the Program Learning Outcomes (PLOs) reflects the logic of gradual deepening: from the development of core academic skills (PLOs 1–3), through theoretical and methodological training (PLOs 4–8), to applied cultural analysis, project work, and professional interaction (PLOs 9–19). The PLOs are logically grouped yet interconnected, ensuring that the graduate is both a critically thinking scholar and a capable practitioner.

What distinguishes LAS programs is the integration of breadth and depth: students not only master cultural studies tools, but also synthesize knowledge from philosophy, media studies, sociology, and political science (PLO-17). They develop transversal competencies—academic writing, argumentation, multilingual communication (PLOs 1, 3, 15)—alongside civic engagement and ethical reflection (PLOs 16, 19). Emphasis on independent, methodologically sound research (PLO-18), cultural diversity and inclusion (PLO-19), and the ability to present and discuss cultural issues with varied audiences (PLOs 13–14) reflects the LAS focus on adaptability in complex, multicultural environments.

This unique structure supports the formation of a graduate who is not only a specialist in cultural analysis but also a public intellectual, communicator, and designer of cultural meanings in a global world. The program’s learning outcomes are designed to shape culturally literate, ethically grounded, and globally oriented thinkers and doers who can adapt across professions, co-create knowledge, and contribute meaningfully to a diverse and sustainable future.

REFERENCE: Appendix A. Program Learning Outcomes (multidimensional) with unified introduction



3/ CURRICULUM OVERVIEW

The curriculum of the “Cultural Studies, Liberal Arts and Sciences” program is structured around three core elements: General Training (GT), Professional Training (PT), and Liberal Arts and Sciences (LAS), which together shape a broad, interdisciplinary education. The types of courses include mandatory core subjects (e.g., Philosophy, History of Culture), elective courses within five LAS focuses, and free electives from the university catalog, allowing students to tailor their academic trajectory.

The five LAS focuses offer interdisciplinary minor programs: Focus 1 explores life sciences through the lens of culture; Focus 2 connects mathematics with cultural understanding; Focus 3 integrates service, fashion, and logistics within cultural studies; Focus 4 investigates human behavior from social science and cultural perspectives; Focus 5 links pedagogy and culture to train future educators.

Throughout the student pathway, the curriculum begins with foundational training in Year 1, including philosophy, logic, academic writing, and introductions to cultural history and values. From Year 2 onward, students enter a concentration phase where elective components within the five LAS focuses take priority, fostering specialization and interdisciplinary growth. Professional Training (PT) courses enhance theoretical and practical cultural knowledge, while General Training (GT) courses develop academic, communicative, and personal competencies. Each academic year includes practice-oriented activities or internships, reinforcing real-world application of acquired knowledge and skills

The program's design encourages interconnection between categories: GT supports academic readiness; PT deepens subject expertise; LAS electives encourage intellectual flexibility across sciences, humanities, and arts. The inclusion of free electives ensures student agency and interdisciplinary exploration, culminating in a qualification paper and cultural practice in the final semesters.

REFERENCE: Appendix B. Visualization of the Program

4/ EDUCATIONAL CONTENT

The educational content of the program is structured around diverse types of courses, ensuring comprehensive, interdisciplinary, and practice-oriented training. The curriculum includes mandatory (core) courses, elective courses within the Liberal Arts and Sciences (LAS) focuses, and free electives from the university-wide catalog.

Mandatory (core) courses form the foundational knowledge base and are divided into the General Training (GT) and Professional Training (PT) cycles. GT courses (e.g., Philosophy, Foreign Language in an Academic Environment, Entrepreneurship and Financial Literacy) focus on academic skills, critical thinking, communication, and personal development. PT courses (e.g., History of Culture, Theory of Culture, Socio-Cultural Design) provide subject-specific knowledge and prepare students for professional engagement in cultural institutions, research, and public initiatives.

Liberal Arts and Sciences (LAS) electives offer students the opportunity to specialize in one of five interdisciplinary focuses: Natural Sciences (Life Sciences and Culture), Physical and Mathematical Sciences (Math and Culture), Service and Light Industry (fashion, logistics, service), Social and Behavioral Sciences (Psychology, Sociology, Culture), Pedagogical Sciences (Teaching and Culture). These courses develop transversal skills and allow students to explore culture in dialogue with other knowledge domains.

Free electives give students full freedom to choose academic components from other university programs, broadening their intellectual and professional horizons. Each course type contributes to building a culturally literate, critically thinking graduate equipped with interdisciplinary tools, research abilities, and applied experience relevant to both cultural and creative industries and academic or civic engagement.

REFERENCE: Appendix C. List of mandatory courses / vs list of program learning outcomes
Appendix D. List of elective courses



5/ FINAL ASSESSMENT AND QUALIFICATION

Certification is carried out in the form of an exam and defense of a thesis. The certification exam consists of two parts: theoretical – an oral answer to 2 theoretical questions before the examination committee, and practical – solving a creative task, allowing checking the level of formation of the skills and abilities. The qualification paper is an independent study that reflects the integral competence of its author and summarizes the knowledge, abilities and skills acquired by him in the main disciplines provided for by the curriculum. The qualification paper involves solving a complex specialized task or practical problems of Culture, interpreting and cultural processes and phenomena in global and local contexts, combining interdisciplinary knowledge, research approaches, ethical responsibility in the fields of culture, education, media, civil society and creative industries. The work is checked for plagiarism, carried out publicly at a meeting of the examination committee.

6/ STUDENT GUIDANCE / SYSTEM OF STUDENT SUPPORT, COURSE SELECTION

The program offers a comprehensive system of student guidance and support, ensuring that each student can navigate their educational journey with confidence and clarity. From the first year, students are supported by academic advisors (curators), who assist with course planning, individual learning trajectories, and career orientation. Regular consultations help students make informed decisions about electives, focus areas, and research interests.

A key feature of the program is its personalized approach to course selection. Students choose from five Liberal Arts and Sciences (LAS) focuses, allowing them to specialize in areas such as natural sciences, mathematics and culture, service and logistics, social sciences, or pedagogical studies. Within each focus, students select elective courses that match their interests and career goals. Additionally, a wide range of free elective components from the university catalog supports interdisciplinary learning and intellectual exploration beyond cultural studies. The student support system also includes access to psychological counseling, tutoring services, IT support, foreign language assistance, and inclusive education resources for students with special needs. Internships, project-based learning, and regular feedback mechanisms provide opportunities for practical experience and continuous development.

Throughout the program, emphasis is placed on student autonomy, reflection, and active participation in academic life. The structure encourages students to develop skills in academic planning, time management, and self-assessment. As a result, graduates are not only culturally and academically equipped, but also empowered to design and lead meaningful educational and professional trajectories.

7/ ECOSYSTEM

The program functions within a dynamic academic ecosystem that ensures its interdisciplinary nature, academic integrity, and student-centered orientation. At the core of the ecosystem will be the Program Coordination Unit – LAS center, which oversees the academic design, curriculum development, quality assurance, and coordination across departments as the space for cooperation of students with coordinator, faculty representatives from participating disciplines, advisors, and administrative staff.

The department of Cultural Studies, Philosophy and Museology at the Faculty of Technologies and Design acts as the base unit, providing academic leadership and subject expertise in cultural theory, heritage studies, and applied cultural practices. Partner departments – including Departments of Political Economy; of Chemistry and Chemistry Teaching Methods; of General Physics and Mathematics; of General Pedagogy and Andragogy; of Theory and Methods of Technological Education; of Vocational Education and Design; of Psychology; of World History, Religious Studies and Methods of Their Teaching; of Ukrainian Language; of English and German Philology; of Mathematical Analysis and Informatics; of Defense of Ukraine and Life Safety; of Medical and Biological Disciplines and Physical Education – contribute to LAS focuses through electives and minor programs, fostering true interdisciplinarity. Administrative support is provided by the Dean's Office, Educational and Methodological Department, who facilitate course registration, credit transfer, academic scheduling, and student documentation. The Internship Center, IT Services play a key role in student support and professional integration.



The ecosystem is strengthened by partnerships with cultural institutions, NGOs, and creative industries, which host student internships and project work. Regular coordination meetings, feedback sessions, and student forums ensure that the program remains flexible, relevant, and responsive to societal and academic challenges.

8/ SAMPLE STUDENT PATHWAY

The LAS program offers each student a flexible, personalized academic journey, integrating foundational knowledge, professional competencies, and interdisciplinary specialization. The sample pathway below illustrates a four-year academic trajectory with a chosen Focus 1: Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”).

Year 1 – Basic Training. *The first year introduces students to foundational university learning. In Semester 1, core courses include Philosophy, Ukrainian Language in Modern Communication, and University Education and Academic Writing (General training – GT), alongside Introduction to the Major and History of World Culture (Professional training – PT). LAS-specific courses such as Critical Thinking and Logic, Cultural Models of Family and Marriage, and Axiology in a Globalized World promote interdisciplinary and value-oriented thinking. In Semester 2, students continue GT training (Entrepreneurship and Financial Literacy, Physical Education, Foreign Language) and deepen their cultural literacy through Fundamentals of Artistic Analysis and World Culture (PT). They also explore broad LAS topics like Environmental Anthropology, Futurology, Science and Culture, and Logistics and Branding of Territories, preparing for future specialization.*

Year 2 – Specialization and Practice. *In the second year, students select their LAS focus. This sample follows Focus 1: Natural Sciences, combining cultural studies with ecological and scientific literacy. Semester 3 includes PT courses such as Theory of Culture, Socio-Cultural Activity, and History of Ukrainian Culture. Students also begin their LAS focus with a course like Flora and Fauna in the Mythologies of the World and a Free Elective from the university catalog. They also undergo Basic Military Training. In Semester 4, PT content deepens with Cultural and Creative Industries. Focus electives may include Fundamentals of Biodiversity and Evolution and Climate and Culture: Historical Transformations, alongside a Cultural Teaching Practice that fosters applied experience in educational and cultural institutions.*

Year 3 – Interdisciplinary Deepening and Fieldwork. *Semester 5 features GT (Security Studies with First Aid), core PT courses (Digital Humanities, Everyday Culture of Ukraine), and two LAS electives (e.g., Biogeochemistry and Matter and Meaning: Philosophy of Nature). Students continue exploring a chosen theme within natural and cultural interrelations. In Semester 6, practice becomes central. Students undertake a Productive Culturological and Museum Practice, complemented by electives such as Ecochemistry and Endoecology of Elements and Monitoring and Analysis of the Environment. A Free Choice Elective allows exploration beyond their core path.*

Year 4 – Integration and Professional Readiness. *The final year brings integration and synthesis of knowledge. Semester 7 emphasizes applied skills and civic engagement. With core PT courses (Cultural Inclusion, Everyday Culture of Ukraine), students also complete advanced LAS electives (e.g., Biosphereology, Fundamentals of Medical Knowledge and Health Care), two Free Electives, and a substantial Productive Socio-Cultural Practice. Coursework helps prepare for their qualification thesis. In Semester 8, students finalize their academic profile with Art History, complete their LAS specialization (e.g., Ecology and Nature Conservation), and finish with two Free Electives. They also complete the program’s capstone through the qualification work, demonstrating their ability to integrate cultural knowledge with natural science perspectives.*

Throughout all years, this pathway supports personalized academic growth, interdisciplinary literacy, and applied learning. Regular internships, flexible electives, and sustained academic guidance enable students to explore culture in connection with life sciences, addressing real-world challenges in an ever-changing global landscape.

Other sample student pathways can be found in Annex E.



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Appendix A. Program Learning Outcomes (multidimensional)

METHODOLOGY

Unique strategy for “Backward Design”² model of developing the curriculum of interdisciplinary Liberal Arts / Liberal Arts and Sciences (LAS) programs was established during Workshop on LAS programs held at Adam Mickiewicz University in Poznań, Poland, on April 7–9, 2025.

Multifaceted definition of program learning outcomes (PLO) should be the intersection between institutional capacity, program mission, stakeholder expectations, national qualifications frameworks, and student aspirations. For interdisciplinary programs in particular, it is essential to ensure a balanced integration of elements from multiple domains of knowledge and their productive synthesis—something that is only possible through well-structured and methodologically coherent PLOs.

The curriculum design model established within the **LibArt_UA** project combines defining of program learning outcomes using various approaches and taxonomies:

- Bloom’s taxonomy³ - a straightforward and widely adopted model that clearly illustrates the hierarchy of cognitive outcomes, from memorization to knowledge creation. However, its capacity to capture metacompetencies—those that are central to LAS programs—is relatively limited. As a result, program developers have increasingly turned to alternative taxonomies that offer a broader scope of learning outcomes;
- “Significant learning” by L. Dee Fink⁴ - which emphasizes integrative thinking, the personal dimension of learning, and its transformative potential. Fink’s taxonomy moves away from hierarchical classifications and instead approaches learning as a holistic and complex activity—a view that aligns closely with the logic of interdisciplinary education. It reveals interconnections across different types of PLOs: from foundational knowledge to its practical application, from personal insight to comprehensive shifts in worldview. This approach enables the design of PLOs that integrate knowledge from various domains and focus on real-life contexts, societal relevance, and self-awareness. A key strength of Fink’s model, particularly in the context of Liberal Arts, lies in its emphasis on values, intrinsic motivation, and student engagement as the foundation for building individualized educational trajectories within highly flexible curricular structures;
- Leveraging institutional strategy / qualification requirements / soft PCills (BISLA example of PLO planning) presented by Bratislava International School of Liberal Arts (BISLA). This model of planning PLO not only illustrates the role of the educational environment in shaping a program’s PLOs but also details the unique competencies that distinguish LAS programs, highlighting the continuity between their general and specialized components;

The final stage of developing PLO was to check its relevance to LAS educational model:

- o Interpersonal & Teamwork
- o Research & Inquiry
- o Interdisciplinary competences
- o Lifelong Learning & Personal Development
- o Global Citizenship / Societal Awareness
- o Inclusion and Diversity

The remark above on the current and expected correlation of the national standards by study field versus PLA should also be considered

² Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

³ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

⁴ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.



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LIST OF PLOs

LIST OF PLOs	
PLO1	Have critical thinking skills, express one's own thoughts in a clear manner, and justify them.
PLO2	Analyze, comment on, and summarize scientific and analytical texts of a cultural nature.
PLO3	Create logically and structurally organized texts on cultural studies, in accordance with specialization.
PLO4	Know and understand theoretical approaches to defining culture, its manifestations and forms of existence.
PLO5	Collect, organize, and analyze information on cultural phenomena, events, and historical and cultural processes.
PLO6	Identify, verify, and summarize information on various contexts of cultural practice, determine the degree of their relevance using relevant sources, information, communication tools, and visual technologies.
PLO7	Understand the factors of cultural dynamics, the principles of periodization of cultural processes, their specific features and characteristics.
PLO8	Interpret cultural sources (material, printed, visual, artistic) using special literature and certain methods, and present arguments regarding their content.
PLO9	Analyze the effectiveness of cultural policies, technologies for implementing cultural ideas in the context of specific parameters of their implementation.
PLO10	Recognize and classify different types of cultural products, determine their qualitative characteristics based on a comprehensive analysis.
PLO11	Carry out an expert assessment of cultural objects according to given criteria and provide recommendations for their social actualization.
PLO12	Substantiate, develop and implement cultural events and projects in compliance with the legislation and in accordance with the specified goals and objectives.
PLO13	Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers.
PLO14	Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists.
PLO15	Communicate freely on professional issues orally and in writing in the state and foreign languages, taking into account the purpose of communication and the socio-cultural features of its context.
PLO16	Determine, formulate and argue one's own civic and professional position on current social issues.
PLO17	Integrate knowledge from various fields (philosophy, sociology, art history, media studies, political science, etc.) for a comprehensive understanding of cultural phenomena.
PLO18	Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.
PLO19	Demonstrate respect for cultural diversity, understanding of the values of inclusion, non-discrimination and intercultural dialogue.



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BISLA MODEL

General	<p><i>Common to all applicants at this level, regardless of the program</i></p> <p>PLO-1. Have critical thinking skills, express one's own thoughts in a clear manner, and justify them. PLO-2. Analyze, comment on, and summarize scientific and analytical texts of a cultural nature. PLO-3. Create logically and structurally organized texts on cultural studies, in accordance with specialization. PLO-5. Collect, organize, and analyze information on cultural phenomena, events, and historical and cultural processes. PLO-6. Identify, verify, and summarize information on various contexts of cultural practice using relevant tools and technologies. PLO-15. Communicate freely on professional issues orally and in writing in the state and foreign languages. PLO-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p>
Institutional	<p><i>Formed by the HEI environment as such; related to the mission and goals of the HEI</i></p> <p>PLO-14. Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists. PLO-16. Determine, formulate and argue one's own civic and professional position on current social issues. PLO-19. Demonstrate respect for cultural diversity, understanding of the values of inclusion, non-discrimination, and intercultural dialogue.</p>
Program-specific	<p><i>Specific to applicants of a specific program; shaped by the program as a whole LAS model related</i></p> <p>PLO-4. Know and understand theoretical approaches to defining culture, its manifestations and forms of existence. PLO-8. Interpret cultural sources (material, printed, visual, artistic) using special literature and methods. PLO-13. Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers. PLO-17. Integrate knowledge from various fields (philosophy, sociology, art history, media studies, political science, etc.) for a comprehensive understanding of cultural phenomena.</p>
Subject-specific	<p>PLO-7. Understand the factors of cultural dynamics, the principles of periodization of cultural processes, their specific features and characteristics. PLO-9. Analyze the effectiveness of cultural policies, technologies for implementing cultural ideas. PLO-10. Recognize and classify different types of cultural products and determine their quality. PLO-11. Carry out an expert assessment of cultural objects and provide recommendations. PLO-12. Substantiate, develop and implement cultural events and projects in compliance with legislation.</p>

Based on Bloom's Taxonomy		
Classification in the cognitive sphere Cognitive (Knowledge & Thinking PCills)	Classification in the emotional (affective) sphere Affective (Attitudes & Values)	Classification in the psychomotor sphere Psychomotor (PCills & Performance)
<p>PL0-1. Have critical thinking skills, express one's own thoughts in a clear manner, and justify them.</p> <p>PL0-2. Analyze, comment on, and summarize scientific and analytical texts of a cultural nature.</p> <p>PL0-3. Create logically and structurally organized texts on cultural studies, in accordance with specialization.</p> <p>PL0-4. Know and understand theoretical approaches to defining culture, its manifestations and forms of existence.</p> <p>PL0-5. Collect, organize, and analyze information on cultural phenomena, events, and historical and cultural processes.</p> <p>PL0-6. Identify, verify, and summarize information on various contexts of cultural practice, determine the degree of their relevance using relevant sources, information, communication tools, and visual technologies.</p> <p>PL0-7. Understand the factors of cultural dynamics, the principles of periodization of cultural processes, their specific features and characteristics.</p> <p>PL0-8. Interpret cultural sources (material, printed, visual, artistic) using special literature and certain methods, and present arguments regarding their content.</p> <p>PL0-9. Analyze the effectiveness of cultural policies, technologies for implementing cultural ideas in the context of specific parameters of their implementation.</p> <p>PL0-10. Recognize and classify different types of cultural products, determine their qualitative characteristics based on a comprehensive analysis.</p> <p>PL0-11. Carry out an expert assessment of cultural objects according to given criteria and provide recommendations for their social actualization.</p> <p>PL0-17. Integrate knowledge from various fields (philosophy, sociology, art history, media studies, political science, etc.) for a comprehensive understanding of cultural phenomena.</p> <p>PL0-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p>	<p>PL0-14. Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists.</p> <p>PL0-16. Determine, formulate and argue one's own civic and professional position on current social issues.</p> <p>PL0-19. Demonstrate respect for cultural diversity, understanding of the values of inclusion, non-discrimination and intercultural dialogue.</p>	<p>PL0-12. Substantiate, develop and implement cultural events and projects in compliance with the legislation and in accordance with the specified goals and objectives.</p> <p>PL0-13. Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers.</p> <p>PL0-15. Communicate freely on professional issues orally and in writing in the state and foreign languages, taking into account the purpose of communication and the socio-cultural features of its context.</p>



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Based on Fink's taxonomy of Meaningful Learning

<p>Basic knowledge: facts, terms, concepts <i>Foundational knowledge</i></p>	<p>Application of knowledge: critical, practical, creative thinking <i>Application</i></p>	<p>Knowledge integration: the ability to establish connections, similarities, interactions <i>Integration</i></p>	<p>Human dimension: understanding oneself, interacting with others <i>Human Dimension</i></p>	<p>Caring: value, behavioral, and worldview changes <i>Caring</i></p>	<p>Learning ability: generation of new knowledge <i>Learning how to learn</i></p>
<p>PLO-4. Know and understand theoretical approaches to defining culture, its manifestations and forms of existence. PLO-7. Understand the factors of cultural dynamics, the principles of periodization of cultural processes, their specific features and characteristics.</p>	<p>PLO-1. Have critical thinking skills, express one's own thoughts in a clear manner, and justify them. PLO-2. Analyze, comment on, and summarize scientific and analytical texts of a cultural nature. PLO-3. Create logically and structurally organized texts on cultural studies, in accordance with specialization. PLO-5. Collect, organize, and analyze information on cultural phenomena, events, and historical and cultural processes. PLO-6. Identify, verify, and summarize information on various contexts of cultural practice using relevant tools and technologies. PLO-8. Interpret cultural sources (material, printed, visual, artistic) using special literature and methods. PLO-10. Recognize and classify different types of cultural products and determine their quality. PLO-11. Carry out an expert assessment of cultural objects and provide recommendations.</p>	<p>PLO-9. Analyze the effectiveness of cultural policies, technologies for implementing cultural ideas. PLO-17. Integrate knowledge from various fields (philosophy, sociology, art history, media studies, political science, etc.) for a comprehensive understanding of cultural phenomena.</p>	<p>PLO-12. Substantiate, develop and implement cultural events and projects in compliance with legislation. PLO-13. Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers. PLO-14. Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists. PLO-15. Communicate freely on professional issues orally and in writing in the state and foreign languages. PLO-16. Determine, formulate and argue one's own civic and professional position on current social issue</p>	<p>PLO-19. Demonstrate respect for cultural diversity, understanding of the values of inclusion, non-discrimination, and intercultural dialogue.</p>	<p>PLO-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p>



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Specific competencies for LA / LAS programs

Interpersonal & Teamwork	<p>PLO-14. Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists.</p> <p>PLO-15. Communicate freely on professional issues orally and in writing in the state and foreign languages.</p> <p>PLO-16. Determine, formulate, and argue one's own civic and professional position on current social issues.</p> <p>PLO-13. Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers.</p>
Research & Inquiry	<p>PLO-2. Analyze, comment on, and summarize scientific and analytical texts of a cultural nature.</p> <p>PLO-5. Collect, organize, and analyze information on cultural phenomena, events, and historical and cultural processes.</p> <p>PLO-6. Identify, verify, and summarize information on various contexts of cultural practice using relevant tools and technologies.</p> <p>PLO-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p> <p>PLO-8. Interpret cultural sources (material, printed, visual, artistic) using special literature and methods.</p> <p>PLO-11. Carry out an expert assessment of cultural objects and provide recommendations.</p>
Interdisciplinary competences	<p>PLO-4. Know and understand theoretical approaches to defining culture, its manifestations and forms of existence.</p> <p>PLO-17. Integrate knowledge from various fields (philosophy, sociology, art history, media studies, political science, etc.) for a comprehensive understanding of cultural phenomena.</p> <p>PLO-3. Create logically and structurally organized texts on cultural studies, in accordance with specialization.</p> <p>PLO-7. Understand the factors of cultural dynamics, the principles of periodization of cultural processes, their specific features and characteristics.</p>
Lifelong Learning & Personal Development	<p>PLO-1. Have critical thinking skills, express one's own thoughts in a clear manner, and justify them.</p> <p>PLO-12. Substantiate, develop and implement cultural events and projects in compliance with legislation.</p> <p>PLO-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p>
Global Citizenship / Societal Awareness	<p>PLO-9. Analyze the effectiveness of cultural policies, technologies for implementing cultural ideas.</p> <p>PLO-10. Recognize and classify different types of cultural products and determine their quality.</p> <p>PLO-16. Determine, formulate and argue one's own civic and professional position on current social issues.</p> <p>PLO-14. Conduct public discussions and maintain dialogue on issues of Ukrainian culture with specialists and non-specialists.</p>
Inclusion and Diversity	<p>PLO-19. Demonstrate respect for cultural diversity, understanding of the values of inclusion, non-discrimination, and intercultural dialogue.</p> <p>PLO-13. Present knowledge about culture in accordance with the specialization of representatives of various professional groups and education seekers.</p>
Ethical Leadership	<p>PLO-18. Plan and conduct independent research in the field of cultural studies with academic integrity and methodological soundness.</p> <p>PLO-12. Substantiate, develop and implement cultural events and projects in compliance with legislation.</p> <p>PLO-16. Determine, formulate and argue one's own civic and professional position on current social issues.</p>



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Appendix B. Visualization of the Program



(copy from the visualization, developed in special program)

Appendix C. Mandatory courses / vs list of program learning outcomes

<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECTS</i>	<i>Mandatory course description (one sentence)</i>
Ukrainian language in modern communication	<i>Developed</i>	3	Studies the features of modern Ukrainian speech in the official, scientific and public spheres of communication.
University education and academic writing	<i>Developed</i>	3	Introduces the principles of academic integrity and the rules for writing scientific texts.
Entrepreneurship and financial literacy	<i>Developed</i>	3	Forms basic knowledge of entrepreneurship, financial management and financial security.
Physical education	<i>Developed</i>	3	Aims at maintaining physical fitness, developing strength, endurance and healthy lifestyle skills.
Philosophy	<i>Developed</i>	3	Studies the main philosophical ideas, directions and ways of thinking from antiquity to the present.
Foreign language in an academic environment	<i>Developed</i>	6	Develops foreign language skills for professional and academic communication.
Security studies with the basics of first aid	<i>Developed</i>	3	Covers the basics of personal, national security and skills in providing first aid.
Introduction to the profession	<i>Developed</i>	4	Introduces students to the essence, tasks and prospects of professional activity in the field of culture.
History of Ukrainian culture	<i>Developed</i>	17	Explores the main stages, figures and phenomena of Ukrainian culture from ancient times to the present.
History of world culture	<i>Developed</i>	14	Covers the development of world culture in different historical eras, taking into account geographical and civilizational specifics.
Fundamentals of artistic analysis and expert assessment of cultural objects	<i>Developed</i>	13	Teaches how to analyze works of art and evaluate their cultural and artistic value.
Theory of culture	<i>Developed</i>	9	Examines the concept of culture, its typology, structure and functions in society.
Cultural and creative industries	<i>Developed</i>	5	Investigates models of cultural production and creative economy.
Socio-cultural activity	<i>Developed</i>	3	Studies forms and methods of organizing cultural activity in the social environment.
Fundamentals of socio-cultural design	<i>Developed</i>	3	Covers the principles of planning, development and implementation

			of cultural projects.
Everyday culture of Ukraine	<i>Developed</i>	4	Explores the main stages, figures and phenomena of culture of small groups through micro-history of Ukrainian culture from Medieval times to the present.
Digital humanities	<i>To be developed</i>	3	Introduces digital tools in the humanities and the practice of digital culture.
History of art	<i>Developed</i>	3	Studies the main artistic styles, trends, artists and masterpieces of fine art of different eras.
Organization of animation activities	<i>Developed</i>	3	Provides knowledge on the organization of leisure, animation programs and cultural and entertainment events.
Philosophical texts	<i>To be developed</i>	3	Analyzes classical and modern philosophical works, forming critical reading skills.
Critical thinking and logic	<i>Developed</i>	3	Develops the ability to logical thinking, argumentation and recognition of manipulations.
Axiology in a globalized world	<i>To be developed</i>	3	Considers values as the basis of a worldview in the face of globalization challenges.
Ecological anthropology and	<i>To be developed</i>	3	Investigates the interaction of man with the natural environment through the prism of cultural practices.
Astronomy and myth	<i>To be developed</i>	3	Studies cosmogonic ideas and mythological systems in the context of the history of science.
Logistics and territory branding	<i>To be developed</i>	3	Analyzes the logistics of cultural events and the mechanisms of forming a territory brand.
Futurology	<i>To be developed</i>	3	Covers methods for predicting cultural, technological and social trends of the future.
Science and culture	<i>To be developed</i>	3	Investigates the relationship between scientific knowledge and the cultural development of humanity.
Cultural inclusion	<i>To be developed</i>	3	Considers approaches to ensuring the participation of various social groups in cultural life.
Cultural models of family and marriage	<i>To be developed</i>	4	Studies the evolution of family and marriage practices in a cultural context.

<i>Mandatory Course Title</i>	<i>PLO1</i>	<i>PLO2</i>	<i>PLO3</i>	<i>PLO4</i>	<i>PLO5</i>	<i>PLO6</i>	<i>PLO7</i>	<i>PLO8</i>	<i>PLO9</i>	<i>PLO10</i>	<i>PLO11</i>	<i>PLO12</i>	<i>PLO13</i>	<i>PLO14</i>	<i>PLO15</i>	<i>PLO16</i>	<i>PLO17</i>	<i>PLO18</i>	<i>PLO19</i>
Ukrainian language in modern communication	+	+	+										+	+	+	+	+		+
University education and academic writing	+														+	+	+		+
Entrepreneurship and financial literacy	+														+	+	+		+
Physical education																+			
Philosophy	+	+	+					+							+	+	+		+
Foreign language in an academic environment	+	+	+										+	+	+	+	+		+
Security studies with the basics of first aid	+														+		+		+
Introduction to the profession	+	+	+	+	+			+	+				+	+	+	+	+	+	+
History of Ukrainian culture	+	+	+	+	+		+	+	+				+	+	+	+	+	+	+
History of world culture	+	+	+	+	+		+	+	+				+	+	+	+	+	+	+
Fundamentals of artistic analysis and expert assessment of cultural objects	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+		+
Theory of culture	+	+	+	+	+		+	+					+	+	+	+	+	+	+

Cultural and creative industries	+	+	+	+	+	+			+	+			+	+	+	+	+	+	+
Socio-cultural activity	+	+	+	+	+	+				+		+	+	+	+	+	+	+	+
Fundamentals of socio-cultural design	+	+	+	+	+	+				+		+	+	+	+	+	+	+	+
Everyday culture of Ukraine	+	+	+	+	+	+	+	+	+				+	+	+	+	+	+	+
Digital humanities	+	+	+	+	+	+		+		+			+	+	+	+	+	+	+
History of art	+	+	+	+	+	+	+	+	+	+			+	+	+	+	+	+	+
Organization of animation activities	+	+	+		+	+				+		+	+	+	+	+	+	+	+
Philosophical texts	+	+	+	+	+		+	+					+	+	+	+	+	+	+
Critical thinking and logic	+	+	+										+	+	+	+	+	+	+
Axiology in a globalized world	+	+	+		+			+		+			+	+	+	+	+	+	+
Museums in cultural dialogue	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Astronomy and myth	+	+	+	+	+		+	+					+	+	+	+	+	+	+
Logistics and territory branding	+	+	+	+	+	+				+			+	+	+	+	+	+	+
Futurology	+	+	+	+	+		+	+					+	+	+	+	+	+	+
Science and culture	+	+	+	+	+		+	+	+				+	+	+	+	+	+	+
Cultural inclusion	+	+	+		+	+							+	+	+	+	+	+	+
Cultural models of family and marriage	+	+	+	+	+		+	+	+				+	+	+	+	+	+	+



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*Appendix D.1 List of elective courses
(by Focus 1 Natural Sciences)*

Liberal Arts and Sciences Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”)	
Course title	ECTS
Flora and fauna in the mythologies of the world	3
Chemistry of global environmental problems	3
Fundamentals of biodiversity and evolution	3
Biogeochemistry	3
Ecochemistry and endoecology of elements	3
Monitoring and analysis of the environment	3
Methods of scientific research and experimentation in natural sciences	3
Climate and culture: historical transformations	3
Matter and meaning: philosophy of nature from antiquity to the present day	3
Biosphereology	3
Fundamentals of medical knowledge and health care	3
Ecology and nature conservation	3



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Appendix D.2 List of elective courses
(by Focus 2 Physical and mathematical sciences)

Liberal Arts and Sciences Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)	
Course title	ECTS
Light in Science and Culture	3
Matter, Energy and Culture	3
Culture and the Universe	3
Astronomical Symbolism in Art and Architecture	3
Mathematics in Music, Art and Architecture	3
Creative Programming	3
STEM and the Humanities: Intersections	3
Introduction to Mathematical Thinking	3
Physics, Music and the Harmony of the Universe	3
Seeing the Invisible: The World of Atoms and Molecules	3
Data Visualization and Information Design	3
The Art and Science of Decision Making	3



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*Appendix D.3 List of elective courses
(by Focus 3 Service, light industry, logistics)*

Liberal Arts and Sciences Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”)	
Course title	ECTS
Logistics and time	3
Features of foreign service	3
Ergonomic support of cars	3
Comfort and safety of clothing	3
Current art and art practices	3
Fashion in the era of Digital Consumption	3
Evolution of hospitality	3
Socio-cultural phenomenon of Fashion	3
Aesthetics of Everyday	3
Cultural geography of consumption	3
Cultural heritage and design	3
History of engineering and technology	3



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Appendix D.4 List of elective courses
(by Focus 4 Social and behavioral sciences)

Liberal Arts and Sciences Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)	
Course title	ECTS
Sociology of Culture	3
Social Movements and Cultural Transformations	3
Art and Psyche: Therapeutic Practices	3
Innovative Entrepreneurship and Startup Culture	3
Anthropology of Religion and Beliefs	3
Migration and Multiculturalism	3
Psychology of Culture	3
Psychology of Art: Therapeutic Practices	3
Culture and Advertising: Manipulation and Symbols	3
Cognitive Neuroscience	3
Psychology of Creativity	3
Behavioral Economics: Choice, Irrationality, and Society	3



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*Appendix D.5. List of elective courses
(by Focus 5 Pedagogical Sciences)*

Liberal Arts and Sciences Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)	
Course title	ECTS
The path to success: revealing the potential of the individual	3
Artificial intelligence in the culture of education	3
Worldview foundations of creative pedagogy	3
Semiotics of pedagogical innovations	3
The pedagogical heritage of G. Vashchenko in the context of Ukrainian culture	3
Culturology of Christian pedagogy: values and practices	3
Culture of educational relationships	3
Philosophy of gender in cultural space	3
Pedagogical principles of self-management of the individual	3
Fundamentals of pedagogy of socio-cultural activity	3
Modeling of professional training of a specialist in the system of pedagogical education	3
Education in a multicultural society	3

*Appendix E.1. Sample of Student Pathway
(by Focus 1 Natural Sciences)*

Student A selected track

<p>Year 1</p>	<p style="text-align: center;">1 YEAR - BASIC TRAINING</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT Liberal Arts and Sciences training cycle – LAS</p> <p style="text-align: center;">Semester 1</p> <p style="text-align: center;">Ukrainian Language in Modern Communication – GT Philosophy – GT University Education and Academic Writing – GT Introduction to the Major – PT History of World Culture – PT Cultural Models of Family and Marriage – LAS Critical Thinking and Logic – LAS Axiology in a Globalized World – LAS Astronomy and Myth – LAS</p> <p style="text-align: center;">Semester 2</p> <p style="text-align: center;">Entrepreneurship and financial literacy – GT Physical education – GT Foreign language in an academic environment – GT History of world culture Culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects Culture – PT Environmental anthropology – LAS Futurology – LAS Philosophical texts – LAS Science and culture – LAS Logistics and branding of territories – LAS</p>
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Year 2	<p style="text-align: center;">2ND YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus basic general military training internship</p> <p style="text-align: center;">Semester 3</p> <p style="text-align: center;">History of Ukrainian culture – PT History of world culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects – PT Theory of culture – PT Socio-cultural activity – PT Fundamentals of socio-cultural design – PT Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Basic general military training</p> <p style="text-align: center;">Semester 4</p> <p style="text-align: center;">History of Ukrainian Culture – PT History of World Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Theory of Culture – PT Cultural and Creative Industries – PT Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Cultural Teaching Practice</p>
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Year 3	<p style="text-align: center;">3RD YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 5</p> <p style="text-align: center;">Security Studies with Basics of First Aid – GT History of Ukrainian Culture – PT Theory of Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Everyday Culture of Ukraine – PT Digital Humanities – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Semester 6</p> <p style="text-align: center;">History of Ukrainian Culture – PT Everyday Culture of Ukraine – PT Organization of Animation Activities – PT Productive Culturological and Museum Studies Practice – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p>
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Year 4	<p style="text-align: center;">4TH YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 7</p> <p style="text-align: center;">Everyday Culture of Ukraine – PT Cultural Inclusion – PT</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p style="text-align: center;">Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Coursework Productive Sociocultural Practice</p> <p style="text-align: center;">Semester 8</p> <p style="text-align: center;">Foreign Language in an Academic Environment – GT Art History – PT</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 1 Natural Sciences (Minor program “Integrated Life Sciences: Chemistry, Bioecology, Culture”))</p> <p style="text-align: center;">Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Certification The performance of qualification work</p>
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*Appendix E.2. Sample of Student Pathway
(by Focus 2 Physical and mathematical sciences)*

Student B selected track

<p>Year 1</p>	<p style="text-align: center;">1 YEAR - BASIC TRAINING</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT Liberal Arts and Sciences training cycle – LAS</p> <p style="text-align: center;">Semester 1</p> <p style="text-align: center;">Ukrainian Language in Modern Communication – GT Philosophy – GT University Education and Academic Writing – GT Introduction to the Major – PT History of World Culture – PT Cultural Models of Family and Marriage – LAS Critical Thinking and Logic – LAS Axiology in a Globalized World – LAS Astronomy and Myth – LAS</p> <p style="text-align: center;">Semester 2</p> <p style="text-align: center;">Entrepreneurship and financial literacy – GT Physical education – GT Foreign language in an academic environment – GT History of world culture Culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects Culture – PT Environmental anthropology – LAS Futurology – LAS Philosophical texts – LAS Science and culture – LAS Logistics and branding of territories – LAS</p>
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Year 2	<p style="text-align: center;">2ND YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus basic general military training internship</p> <p style="text-align: center;">Semester 3</p> <p style="text-align: center;">History of Ukrainian culture – PT History of world culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects – PT Theory of culture – PT Socio-cultural activity – PT Fundamentals of socio-cultural design – PT Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Basic general military training</p> <p style="text-align: center;">Semester 4</p> <p style="text-align: center;">History of Ukrainian Culture – PT History of World Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Theory of Culture – PT Cultural and Creative Industries – PT Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Cultural Teaching Practice</p>
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Year 3	<p style="text-align: center;">3RD YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 5</p> <p style="text-align: center;">Security Studies with Basics of First Aid – GT History of Ukrainian Culture – PT Theory of Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Everyday Culture of Ukraine – PT Digital Humanities – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Semester 6</p> <p style="text-align: center;">History of Ukrainian Culture – PT Everyday Culture of Ukraine – PT Organization of Animation Activities – PT Productive Culturological and Museum Studies Practice – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p>
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Year 4	<p style="text-align: center;">4TH YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;"> general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship </p> <p style="text-align: center;">Semester 7</p> <p style="text-align: center;"> Everyday Culture of Ukraine – PT Cultural Inclusion – PT </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) </p> <p style="text-align: center;"> Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) </p> <p style="text-align: center;"> Coursework Productive Sociocultural Practice </p> <p style="text-align: center;">Semester 8</p> <p style="text-align: center;"> Foreign Language in an Academic Environment – GT Art History – PT </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 2 Physical and mathematical sciences (Minor program “Integrated Sciences: Mathematics and Culture”)) </p> <p style="text-align: center;"> Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) </p> <p style="text-align: center;">Certification</p> <p style="text-align: center;">the performance of qualification work</p>
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*Appendix E.3. Sample of Student Pathway
(by Focus 3 Service, light industry, logistics)*

Student C selected track

Year 1	<p>1 YEAR - BASIC TRAINING</p> <p>general training cycle – GT professional training cycle – PT Liberal Arts and Sciences training cycle – LAS</p> <p>Semester 1</p> <p>Ukrainian Language in Modern Communication – GT Philosophy – GT University Education and Academic Writing – GT Introduction to the Major – PT History of World Culture – PT Cultural Models of Family and Marriage – LAS Critical Thinking and Logic – LAS Axiology in a Globalized World – LAS Astronomy and Myth – LAS</p> <p>Semester 2</p> <p>Entrepreneurship and financial literacy – GT Physical education – GT Foreign language in an academic environment – GT History of world culture Culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects Culture – PT Environmental anthropology – LAS Futurology – LAS Philosophical texts – LAS Science and culture – LAS Logistics and branding of territories – LAS</p>
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Year 2	<p style="text-align: center;">2ND YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus basic general military training internship</p> <p style="text-align: center;">Semester 3</p> <p style="text-align: center;">History of Ukrainian culture – PT History of world culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects – PT Theory of culture – PT Socio-cultural activity – PT Fundamentals of socio-cultural design – PT Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”)) Elective Educational Component (Free choice discipline from the university catalog) Basic general military training</p> <p style="text-align: center;">Semester 4</p> <p style="text-align: center;">History of Ukrainian Culture – PT History of World Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Theory of Culture – PT Cultural and Creative Industries – PT Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”)) Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”)) Elective Educational Component (Free choice discipline from the university catalog) Cultural Teaching Practice</p>
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Year 3	<p style="text-align: center;">3RD YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 5</p> <p style="text-align: center;">Security Studies with Basics of First Aid – GT History of Ukrainian Culture – PT Theory of Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Everyday Culture of Ukraine – PT Digital Humanities – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Semester 6</p> <p style="text-align: center;">History of Ukrainian Culture – PT Everyday Culture of Ukraine – PT Organization of Animation Activities – PT Productive Culturological and Museum Studies Practice – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p>
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Year 4	<p style="text-align: center;">4TH YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 7</p> <p style="text-align: center;">Everyday Culture of Ukraine – PT Cultural Inclusion – PT</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p style="text-align: center;">Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Coursework Productive Sociocultural Practice</p> <p style="text-align: center;">Semester 8</p> <p style="text-align: center;">Foreign Language in an Academic Environment – GT Art History – PT</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p style="text-align: center;">Elective, from the Liberal Arts and Sciences focus (Focus 3 Service, light industry, logistics (Minor program “Comfort industry: service, fashion, logistics”))</p> <p style="text-align: center;">Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Certification The performance of qualification work</p>
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*Appendix E.4. Sample of Student Pathway
(by Focus 4 Social and behavioral sciences)*

Student D selected track

<p>Year 1</p>	<p style="text-align: center;">1 YEAR - BASIC TRAINING</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT Liberal Arts and Sciences training cycle – LAS</p> <p style="text-align: center;">Semester 1</p> <p style="text-align: center;">Ukrainian Language in Modern Communication – GT Philosophy – GT University Education and Academic Writing – GT Introduction to the Major – PT History of World Culture – PT Cultural Models of Family and Marriage – LAS Critical Thinking and Logic – LAS Axiology in a Globalized World – LAS Astronomy and Myth – LAS</p> <p style="text-align: center;">Semester 2</p> <p style="text-align: center;">Entrepreneurship and financial literacy – GT Physical education – GT Foreign language in an academic environment – GT History of world culture Culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects Culture – PT Environmental anthropology – LAS Futurology – LAS Philosophical texts – LAS Science and culture – LAS Logistics and branding of territories – LAS</p>
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Year 2	<p style="text-align: center;">2ND YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus basic general military training internship</p> <p style="text-align: center;">Semester 3</p> <p style="text-align: center;">History of Ukrainian culture – PT History of world culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects – PT Theory of culture – PT Socio-cultural activity – PT Fundamentals of socio-cultural design – PT Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Basic general military training</p> <p style="text-align: center;">Semester 4</p> <p style="text-align: center;">History of Ukrainian Culture – PT History of World Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Theory of Culture – PT Cultural and Creative Industries – PT Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Cultural Teaching Practice</p>
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Year 3	<p style="text-align: center;">3RD YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 5</p> <p style="text-align: center;">Security Studies with Basics of First Aid – GT History of Ukrainian Culture – PT Theory of Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Everyday Culture of Ukraine – PT Digital Humanities – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Semester 6</p> <p style="text-align: center;">History of Ukrainian Culture – PT Everyday Culture of Ukraine – PT Organization of Animation Activities – PT Productive Culturological and Museum Studies Practice – PT</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”))</p> <p>Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”))</p> <p>Elective Educational Component (Free choice discipline from the university catalog)</p>
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Year 4	<p style="text-align: center;">4TH YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;"> general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship </p> <p style="text-align: center;">Semester 7</p> <p style="text-align: center;"> Everyday Culture of Ukraine – PT Cultural Inclusion – PT </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) </p> <p style="padding-left: 40px;"> Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) </p> <p style="text-align: center;"> Coursework Productive Sociocultural Practice </p> <p style="text-align: center;">Semester 8</p> <p style="text-align: center;"> Foreign Language in an Academic Environment – GT Art History – PT </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) </p> <p> Elective, from the Liberal Arts and Sciences focus (Focus 4 Social and behavioral sciences (Minor program “Social Sciences: Human behavior and Culture”)) </p> <p style="padding-left: 40px;"> Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) </p> <p style="text-align: center;">Certification</p> <p style="text-align: center;">The performance of qualification work</p>
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*Appendix E.4. Sample of Student Pathway
(by Focus 5 Pedagogical Sciences)*

Student E selected track

Year 1	<p style="text-align: center;">1 YEAR - BASIC TRAINING</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT Liberal Arts and Sciences training cycle – LAS</p> <p style="text-align: center;">Semester 1</p> <p style="text-align: center;">Ukrainian Language in Modern Communication – GT Philosophy – GT University Education and Academic Writing – GT Introduction to the Major – PT History of World Culture – PT Cultural Models of Family and Marriage – LAS Critical Thinking and Logic – LAS Axiology in a Globalized World – LAS Astronomy and Myth – LAS</p> <p style="text-align: center;">Semester 2</p> <p style="text-align: center;">Entrepreneurship and financial literacy – GT Physical education – GT Foreign language in an academic environment – GT History of world culture Culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects Culture – PT Environmental anthropology – LAS Futurology – LAS Philosophical texts – LAS Science and culture – LAS Logistics and branding of territories – LAS</p>
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Year 2	<p style="text-align: center;">2ND YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus basic general military training internship</p> <p style="text-align: center;">Semester 3</p> <p style="text-align: center;">History of Ukrainian culture – PT History of world culture – PT Fundamentals of artistic analysis and expert assessment of cultural objects – PT Theory of culture – PT Socio-cultural activity – PT Fundamentals of socio-cultural design – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Basic general military training</p> <p style="text-align: center;">Semester 4</p> <p style="text-align: center;">History of Ukrainian Culture – PT History of World Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Theory of Culture – PT Cultural and Creative Industries – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Cultural Teaching Practice</p>
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Year 3	<p style="text-align: center;">3RD YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;">general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship</p> <p style="text-align: center;">Semester 5</p> <p style="text-align: center;">Security Studies with Basics of First Aid – GT History of Ukrainian Culture – PT Theory of Culture – PT Fundamentals of Artistic Analysis and Expert Evaluation of Cultural Objects – PT Everyday Culture of Ukraine – PT Digital Humanities – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog)</p> <p style="text-align: center;">Semester 6</p> <p style="text-align: center;">History of Ukrainian Culture – PT Everyday Culture of Ukraine – PT Organization of Animation Activities – PT Productive Culturological and Museum Studies Practice – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog)</p>
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Year 4	<p style="text-align: center;">4TH YEAR - BASIC TRAINING + CONCENTRATION LIBERAL ARTS AND SCIENCES</p> <p style="text-align: center;"> general training cycle – GT professional training cycle – PT electives from the university catalog Liberal Arts and Sciences focus Internship </p> <p style="text-align: center;">Semester 7</p> <p style="text-align: center;"> Everyday Culture of Ukraine – PT Cultural Inclusion – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) Coursework Productive Sociocultural Practice </p> <p style="text-align: center;">Semester 8</p> <p style="text-align: center;"> Foreign Language in an Academic Environment – GT Art History – PT Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective, from the Liberal Arts and Sciences focus (Focus 5 Pedagogical Sciences (Minor program “Teachers’ training and Culture”)) Elective Educational Component (Free choice discipline from the university catalog) Elective Educational Component (Free choice discipline from the university catalog) </p> <p style="text-align: center;">Certification</p> <p style="text-align: center;">The performance of qualification work</p>
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	ZAPORIZHZHIA NATIONAL UNIVERSITY
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General information	
Full name of the HEI and structural unit on the basis of which the program is implemented	Zaporizhzhia National University Liberal Arts and Sciences Centre
Degree of higher education and title of qualification	Bachelor Bachelor of Liberal Arts and Sciences
Official name of the bachelor program	Liberal Arts and Sciences
Type of diploma and scope of the educational program	Single, 240 ECTS
Cycle/level	First level of high education NRQ 6
Language(s) of instruction	<i>Ukrainian (language of instruction for mandatory university-wide courses, elective courses shared with students from UA-taught degree programs) , English (major language of instruction)</i>
Program fields of study, standards & competences	
<i>While developing the programs Ukrainian institutions must also take into account unified national education standards, defined by the fields of study and level of the program, e.g. Bachelor, Master, PhD. The standards include the predefined competences the program graduates should have by completing the program in the field / level.¹ In case of multidisciplinary programs all / part of the competences by subject field / level should be considered, depending on the program type. Currently the standards also include PLA, while most of the standards are expected to be revised in the course of 2025-26, with one remarkable change - each HEI will be expected individually develop PLA for each of its program.</i>	
Field(s) of study of the program (2-5, in case of interdisciplinary program)	<i>Sociology, Philosophy, History, Ecology, Management</i>
Current national standards by field of study and level	Philosophy https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/033-Filosofiya-bakalavr.28.07-1.pdf Sociology https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/054-Sotsiolohiya-

¹ <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukraini/zatverdzeni-standarti-vishchoi-osviti>



	<p>bakalavr.28.07-1.pdf Ecology https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/12/21/101-ekologiya-bakalavr-1.pdf History https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/06/07/032.Ist.arkh-mahistr-1.pdf Management https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/12/21/073-Menedzhment.bakal.06.04.22.pdf</p>
Integral competence	Ability to address complex interdisciplinary challenges in the fields of education, science, culture, and civic life under conditions of complexity and uncertainty, drawing on integrated knowledge, critical thinking, value-based reflection, and social responsibility.
General Competences (GC)	<ul style="list-style-type: none">• GC 1. Ability to think abstractly, analyse, and synthesise information.• GC 2. Ability to engage in self-directed learning, reflection, and lifelong learning, including awareness of one's own cognitive strategies, values, and professional identity.• GC 3. Ability to search for and analyse information from diverse sources.• GC 4. Ability to think critically and practise self-criticism.• GC 5. Ability to conduct research at an appropriate academic level.• GC 6. Ability to apply knowledge in practical contexts.• GC 7. Ability to communicate effectively in oral and written form in both the state and foreign languages, with sensitivity to sociocultural and ethical contexts.• GC 8. Ability to engage in effective interpersonal interaction.• GC 9. Ability to work independently.• GC 10. Ability to plan and manage time, and to organise learning and professional activities with regard to personal and career development goals.• GC 11. Appreciation of and respect for diversity and multiculturalism.• GC 12. Ability to act on the basis of ethical considerations.• GC 13. Ability to exercise one's rights and responsibilities as a member of society, to understand the values of a democratic civic society, and the importance of its sustainable development, the rule of law, and the protection of human and civil rights and freedoms in Ukraine.• GC 14. Ability to preserve and enhance the moral, cultural, and scientific values and achievements of society through an understanding of the history and developmental patterns of the relevant field.• GC 15. Ability to engage in various forms of physical activity to support active leisure and a healthy lifestyle.



Specialized professional competences (PC)

Professional competencies (PC)

Subject-Specific Competences (Core)

- SC 1. Ability to formulate, analyse, and solve complex problems requiring the integration of knowledge from the natural sciences, social sciences, humanities, and technological fields, using systems thinking, interdisciplinary analysis, and complex process modelling.
- SC 2. Ability to understand the fundamental principles governing ecosystems, the biosphere, climate, and environmental processes, and to apply this knowledge in analysing the interrelationships between the natural environment and human activity in the context of global challenges.
- SC 3. Ability to understand the fundamental patterns of societal functioning—its institutions and socio-economic, political, and cultural subsystems—and to apply this knowledge for critical analysis of the connections between individual actions and social processes, including on a global scale.
- SC 4. Ability to apply basic knowledge of mathematics and information and communication technologies (ICT) to collect, process, analyse, and present data in interdisciplinary research across the natural, social, and human sciences.
- SC 5. Ability to read, translate, and interpret foundational Latin texts— including scientific and philosophical works— considering their cultural and etymological context, and to understand Latin’s influence on scientific terminology.
- SC 6. Ability to engage in interdisciplinary intellectual discussions within academic and professional settings, based on dialogue, openness, sound argumentation, and tolerance.
- SC 7. Ability to work effectively in interdisciplinary teams, assuming various social roles and demonstrating empathy, leadership, and conflict- resolution skills.
- SC 8. Ability to conduct effective intercultural communication in a globalised environment, with sensitivity to cultural differences, value systems, and ethical norms.
- SC 9. Ability to generate innovative and entrepreneurial ideas and make non-standard decisions in complex interdisciplinary contexts.
- SC 10. Ability to design, present, and implement interdisciplinary educational, scientific, cultural, social, or entrepreneurial projects.
- SC 11. Ability to monitor, evaluate, and assess the effectiveness and impact of interdisciplinary projects, considering social, cultural, economic, and environmental contexts, applying quantitative and qualitative analysis methods and sustainability principles to ensure long- term positive change.

Track-Specific Competences: "Cultural Policy and Creative Industries"

- SC 12. Ability to analyse cultural policies at the local, national, and global levels.



- SC 13. Ability to apply tools from the creative economy, project management, and marketing to design and implement initiatives in the cultural sector.
- SC 14. Ability to construct and communicate cultural meaning through storytelling, narrative practices, and interpretive strategies, tailored to diverse audiences.
- SC 15. Ability to use digital tools for the creation, promotion, and analysis of cultural content, particularly in the fields of creative industries, media, visual arts, and digital humanities.
- SC 16. Ability to engage in cultural advocacy, moderate public dialogue, and facilitate collaboration among stakeholders in cultural policy, including community representatives, the public sector, and creative industries.

Track-Specific Competences: "Sustainable Development and Intelligent Technologies"

- SC 12. Ability to analyse science and technology policy and trends in technological development at the local, national, and global levels within the framework of the Sustainable Development Goals (SDGs).
- SC 13. Ability to develop and implement integrated sustainable development strategies that balance environmental, economic, and socio-cultural factors, with consideration for public needs and global challenges.
- SC 14. Ability to evaluate the effectiveness, risks, and ethical implications of implementing intelligent technologies in the context of the SDGs.
- SC 15. Ability to apply digital tools and analytical platforms to collect, visualise, and interpret data related to sustainable development issues.
- SC 16. Ability to advocate for environmentally conscious intelligent technologies, moderate public dialogue, and facilitate cooperation among stakeholders in sustainable development, including communities, the public sector, business, and the scientific and technological community.



1/ PROFILE

Objectives of the program

To cultivate intellectually agile, ethically grounded, and socially responsible future leaders equipped with interdisciplinary knowledge, critical thinking, entrepreneurial approach, and advanced communication skills, enabling them to navigate complex global challenges, pursue diverse career paths, and contribute meaningfully to democratic and sustainable societies.

Graduate profile

Graduates of the Liberal Arts and Sciences Bachelor's program are versatile, critically minded, and socially responsible professionals equipped to address complex interdisciplinary challenges in education, science, culture, and civic life under conditions of uncertainty. They integrate knowledge from the humanities, social sciences, natural sciences, and technology to generate innovative solutions, informed by ethical principles, democratic values, and sustainability goals.

They possess advanced analytical, research, and communication skills in both Ukrainian and foreign languages, enabling them to work effectively across cultures and disciplines. Their education fosters adaptability, self-directed learning, and the ability to navigate and synthesise diverse information sources, while applying systems thinking and evidence-based reasoning in practical contexts.

Depending on their chosen track—**Cultural Policy and Creative Industries** or **Sustainable Development and Intelligent Technologies**—graduates are prepared to:

- **Cultural Policy and Creative Industries:** Design and implement cultural projects, analyse and shape cultural policy, apply creative economy tools, use digital media for cultural expression, and facilitate multi-stakeholder collaboration in the cultural sector.
- **Sustainable Development and Intelligent Technologies:** Develop and evaluate sustainable development strategies, assess and guide the use of intelligent technologies, apply data-driven analysis to sustainability issues, and coordinate initiatives aligning with the UN Sustainable Development Goals.

Across all tracks, graduates demonstrate the ability to lead and participate in interdisciplinary teams, design and evaluate complex projects, and advocate effectively in public and professional arenas. They are prepared for diverse career paths in education, research, public administration, NGOs, creative industries, technology and sustainability sectors, or for further study in graduate and professional programs in Ukraine and abroad.

Unique features

- Dedicated LAS Centre combining academic coordination with a collaborative student space for interdisciplinary teamwork, extracurricular initiatives, and community building.
- Balanced integration of humanities, social sciences, natural sciences, and technology, with two future-oriented tracks: Cultural Policy and Creative Industries and Sustainable Development and Intelligent Technologies.
- Integrated academic mobility component supported by English as a major language of instruction and alignment with European academic standards.
- Focus on metalearning and self-reflection through the Culture of Self-Reflection course, academic advising, and an Individual Learning Portfolio.
- Strong practical orientation with project-based and problem-based learning embedded across all study years.



- Summative assessment as a combined research and applied project producing implementable, socially relevant solutions.
- Digital skills as a backbone of the programme, including data analysis, visualisation, programming fundamentals, and digital platforms for research and project work.
- Extensive internship opportunities and job placements through both other ZNU degree programmes and LAS Centre partnerships.
- Entrepreneurial thinking fostered through courses, projects, and innovation-focused activities.
- Active Citizen Portfolio documenting and presenting civic, intercultural, and community engagement.
- Joint seminars and projects across tracks to maintain cross-disciplinary collaboration and peer learning.
- Exceptionally broad elective choice drawing on over 50 bachelor-level degree programmes at ZNU.
- Strong focus on critical and creative thinking, empathy, close reading skills, cultural literacy and precision in academic and professional communication.
- Cross-cutting emphasis on sustainability principles, ethical reasoning, and democratic values.

Key words (10-15)

Interdisciplinarity, Liberal Arts and Sciences, Critical Thinking, Sustainable Development, Intelligent Technologies, Cultural Policy, Creative Industries, Ethical Leadership, Innovation, Entrepreneurship, Global Citizenship, Project-Based Learning, Problem-Based Learning

2/ PROGRAM LEARNING OUTCOMES

Short general description, logic of structure

Graduates of the program demonstrate the ability to address complex interdisciplinary challenges in education, science, culture, and civic life under conditions of uncertainty. They integrate knowledge from the humanities, social sciences, natural sciences, and technology, applying systems thinking, critical analysis, and ethical reasoning to generate innovative solutions aligned with democratic values and sustainability principles.

They possess:

- Analytical and research competences for identifying, investigating, and solving multifaceted problems using quantitative and qualitative methods.
- Advanced communication skills in Ukrainian and at least one foreign language, with sensitivity to cultural, social, and ethical contexts.
- Capacity for self-directed learning, adaptability, and effective time and resource management.
- Project design, implementation, and evaluation skills applicable in educational, cultural, technological, environmental, and civic contexts.
- Specialised expertise in one of two tracks:
- Cultural Policy and Creative Industries – designing, managing, and promoting cultural initiatives, shaping policy, and fostering multi-stakeholder collaboration.
- Sustainable Development and Intelligent Technologies – formulating and evaluating sustainability strategies, guiding the ethical use of intelligent technologies, and managing data-driven development projects.

Logic Behind the Learning Outcomes

Integral Competence as the Foundation:

The overarching goal is to prepare graduates who can function effectively in complex, uncertain environments. This aligns with the national and European qualification frameworks, where an integral



competence describes the graduate's ability to integrate knowledge, skills, and values in real-world contexts.

From General to Specialised Competences

The outcomes are structured in three tiers:

- General competences (GC) – transferable skills (critical thinking, communication, lifelong learning) that support performance in any professional context.
- Subject-specific core competences (SC) – interdisciplinary abilities that all graduates acquire, regardless of track.
- Track-specific competences – specialised knowledge and skills tailored to career pathways in either cultural policy/creative industries or sustainable development/intelligent technologies.

Interdisciplinary Integration: Learning outcomes are designed to break disciplinary silos, encouraging students to connect insights from different domains (e.g., social sciences with environmental studies, humanities with technology). This reflects global labour market demand for adaptable, cross-field problem-solvers.

Balanced Knowledge–Skills–Values Model: The design follows the European Higher Education Area emphasis on knowledge (factual/theoretical), skills (cognitive/practical), and attitudes/values (ethical responsibility, civic engagement). Ethical and sustainability dimensions are embedded throughout rather than isolated in one course.

Progressive Complexity: Outcomes are sequenced so that foundational analytical, research, and communication skills (early semesters) support the more complex project-based, leadership, and specialised competences developed in later stages.

Alignment with Employability and Further Study: The structure ensures that graduates are equipped for multiple pathways—direct entry into the labour market, roles in NGOs/public administration/creative industries/technology sectors, or postgraduate studies in Ukraine and abroad.

REFERENCE: Appendix A Program Learning Outcomes (multidimensional) with unified introduction

3/ CURRICULUM OVERVIEW

The Liberal Arts and Sciences (LAS) programme curriculum is organised according to a three-tier progression model covering the full cycle of bachelor's studies:

Level I – Foundational Studies (Year 1)

Designed to provide fundamental knowledge, develop broad cultural and academic competences, cultivate a reflective learning stance, and support the formulation of an individual study pathway.

Level II – Academic Differentiation and Interdisciplinary Integration (Years 2–4)

Implemented through thematic specialisation tracks, interdisciplinary courses, team projects, and the development of professionally oriented competences.

Level III – Independent Research (Year 4)

Includes the preparation of a qualification project, the design and delivery of an interdisciplinary social project, a professional (institutional) internship, the public defence of the final work or project, and the presentation of a capstone portfolio.

Types of Educational Components



The curriculum comprises three main categories of courses:

I. Compulsory Components

- Core Curriculum – foundational courses that develop interdisciplinary thinking, academic skills, and critical analysis (e.g., Philosophy and Hermeneutics, History of Knowledge, Books that Changed the World, Close Reading, Methodology and Logic of Interdisciplinary Research).
- General Cultural, Academic, and Civic Education – courses such as Ukrainian Language, English Language, Foundations of Latin and Scientific Terminology, Academic Writing and Critical Thinking, Self-Management, Human and Nature, Human and Society, Physical Education, Fundamentals of IT, among others.
- Track-Specific Professionally Oriented Courses – specialisation-relevant subjects (e.g., within Cultural Policy and Creative Industries: Fundamentals of the Digital Society, Creative Economy, Digital Humanities; within Sustainable Development and Intelligent Technologies: Green Economy, Theories of Sustainable Development, The Anthropocene and Worldview).
- Programme-Wide Professionally Oriented Courses – required for all students regardless of track (e.g., Introduction to the LAS Programme, Systems Analysis, Cross-Disciplinary Creative Studies, Foundations of Intercultural Dialogue).

II. Elective Components

- Advanced specialisation courses within the chosen track.
- Programme-wide methodological, practice-oriented, or interdisciplinary studies.

III. Free Electives

Courses selected from the wider university offer or from related programmes, supporting the individualisation of the learning pathway.

3. Integration of Educational Components

The curriculum ensures the step-by-step integration of educational components within the following logical-functional clusters:

- Foundational Courses (Core) – establish the theoretical, philosophical, and ethical basis, along with skills in academic writing, critical thinking, and self-reflection.
- Track-Specific Professionally Oriented Courses – deepen knowledge in sustainable development or creative humanities, combining social sciences, humanities, and natural sciences.
- Programme-Wide Professionally Oriented Courses – integrate knowledge from multiple disciplines (e.g., Systems Analysis, Cross-Disciplinary Creative Studies) to provide a holistic understanding of complex issues.
- Project-Oriented Components – apply knowledge in real-world contexts through research practice, institutional placements, and team projects.
- Reflective and Civic Engagement Block – includes portfolio development, courses on intercultural dialogue, and civic education.

4. Student Learning Pathway

The LAS programme offers an individualised learning trajectory within a shared framework:



Year 1 – Students take core courses, are introduced to multiple disciplinary perspectives, develop academic skills, analyse personal academic interests, and select a specialisation track. Informed choice is supported through:

- a) Culture of Self-Reflection course;
- b) elective components for career orientation;
- c) development and presentation of a personal portfolio.

Years 2–4 – Study of track-specific professionally oriented courses, joint programme-wide components, participation in inter-track studies, and development of project and teamwork skills. Students complete academic placements and have access to relevant electives.

Year 4 – Capstone interdisciplinary research leading to the implementation of a social project (individual or team-based), pilot testing of results during professional practice (institutional internship), public defence, and portfolio presentation with critical reflection.

REFERENCE: Appendix B Visualization of the Program

(2000 characters with spaces)

4/ EDUCATIONAL CONTENT

I. Compulsory Components

a) Foundational Courses

These courses form the academic base of the programme, fostering interdisciplinary thinking, philosophical and methodological awareness, writing skills, reflection, and critical analysis. They are delivered in the first year of study and are compulsory for all students.

b) General Cultural (University-Wide) Courses

This block develops broad cultural, civic, linguistic, and physical competences, as required by university-wide regulations

c) Programme-Wide Professionally Oriented Courses

These components develop knowledge, skills, and abilities for analysing and solving complex problems at the intersection of different disciplines and fields. They include integrated courses and practical activities common to all students, regardless of specialisation track. They form the following clusters:

- Professional orientation and civic awareness
- Development of analytical thinking in an interdisciplinary context
- Integration of knowledge from multiple fields for a holistic understanding of problems
- Strengthening psychological readiness for professional activity in a modern interdisciplinary environment
- Initiating change: managerial, entrepreneurial, and project competences
- Mastering digital tools and their ethical application
- Integration and application in practice (group projects, interdisciplinary seminars, academic practicum/internship, research practicum, professional/institutional internship, active citizen portfolio)

d) Track-Specific Professionally Oriented Courses

These courses deepen knowledge and skills within the chosen specialisation:

Track 1 – Creative Humanities and the Society



Track 2 – Sustainable Development and Intelligent Technologies

II. Elective Components

a) Advanced Specialisation Courses within the Track

Examples:

Cultural Policy and Creative Industries – Philosophy of Cultural Studies; Cultural Identity and Memory Politics; Literature and Cross-Arts Studies; Phenomenology of Exhibition Practice.

Sustainable Development and Intelligent Technologies – Behavioural Aspects of Sustainability; Intelligent Environmental Monitoring Systems; Sustainable Urban Design; Climate Scenarios and Simulation Modelling.

b) Programme-Wide Theoretical, Methodological, or Practice-Oriented Courses Outside the Track
Examples: Creative Writing (in English); Social Entrepreneurship and Marketing; Design Thinking; Foundations of Cultural Policy.

III. Free Elective Components

Courses selected from the broader university offer or related programmes, enabling further personalisation of the learning pathway.

*REFERENCE: Appendix C - List of mandatory courses / vs list of program learning outcomes
Appendix D – List of elective courses*

5/ FINAL ASSESSMENT AND QUALIFICATION

The final assessment is conducted in the form of a Bachelor's Thesis defence. This capstone stage of the educational process confirms that the graduate has achieved the programme's intended learning outcomes.

Purpose: To provide a comprehensive evaluation of the graduate's ability to apply acquired knowledge, skills, and competences to analyse and address interdisciplinary problems, develop innovative solutions, and present them in a scientifically grounded and practically implementable format.

Objectives:

- To assess the ability to integrate knowledge from different disciplines in an independent research project.
- To evaluate critical thinking, reasoned communication, and reflective skills.
- To examine the capacity to translate research results into practical solutions.
- To verify awareness of the ethical aspects of research and project activities.
- To provide a final measure of readiness for professional work in complex, rapidly changing, interdisciplinary environments.

Thesis Structure

To achieve these objectives, students prepare a Bachelor's Thesis comprising two mandatory components:

1. Research Component

- Formulation of a research question or problem relevant to the chosen specialisation track and the



programme's overarching competences.

- Review of current scientific and practical approaches to the problem, drawing on multiple disciplines represented in the programme.
- Application of appropriate research methods—quantitative, qualitative, digital, or mixed methods.
- Analysis and interpretation of findings with consideration for social, cultural, ethical, and environmental contexts.

2. Praxeological / Project Component

- Development of a concept or model addressing the problem investigated.
- Description of a practical product (e.g., a cultural, civic, or educational initiative; a digital service; or another applied solution).
- Justification of the project's feasibility and potential implementation pathways.
- Identification of the expected impact (social, economic, cultural, environmental).

Assessment Criteria

- Interdisciplinarity – the ability to integrate the disciplines represented in the programme in both the research and project components.
- Social Relevance – the significance of the topic and results for local, national, or global communities.
- Innovation – novelty and originality of the methodology, approaches, and outcomes achieved.
- Applied Potential – the readiness of the results for practical implementation and their expected real-world impact.

6/ STUDENT GUIDANCE / SYSTEM OF STUDENT SUPPORT, COURSE SELECTION

The programme provides a comprehensive system of academic, personal, and career support to ensure students can make informed decisions throughout their studies and successfully complete the programme. The system is designed to be continuous, individualised, and proactive, with clear mechanisms for feedback and intervention.

1. Academic Advising

Each student is assigned an academic adviser from the teaching staff, who supports the student in planning their learning trajectory, selecting courses, and aligning academic choices with career goals.

Advisers provide guidance on integrating compulsory, elective, and free-elective components, ensuring compliance with programme requirements and ECTS credit distribution.

Regular advising sessions are held at the start of each semester, with additional meetings available upon request.

2. Induction and Orientation

In the first semester, students participate in an orientation module (Introduction to the LAS Programme), which explains the programme's structure, learning outcomes, and available specialisation tracks.

Orientation includes sessions on university resources, academic integrity, use of digital platforms, and library/research support.

3. Track and Course Selection



At the end of Year 1, after completing the core curriculum and career-orientation activities (Culture of Self-Reflection, portfolio development, targeted electives), students select one of two specialisation tracks:

- Cultural Policy and Creative Industries
- Sustainable Development and Intelligent Technologies

Selection is supported by track presentations, consultations with academic staff, and career guidance workshops.

Course registration is completed via the university's electronic platform, which provides real-time information on course availability, schedules, and prerequisites.

4. Personal Development and Wellbeing Support

Access to psychological counselling services and workshops on stress management, communication skills, and adaptation to university life.

Peer mentoring programmes connect first-year students with senior students from other programs (track-related) for informal guidance.

5. Career Guidance and Employability Support

Collaboration with the university's Career Development Centre provides CV/resume workshops, mock interviews, and networking events with employers, NGOs, and cultural or sustainability-focused organisations.

Students are supported in finding placements for professional internships and in planning post-graduation pathways (employment or further study).

6. Monitoring and Feedback

The programme implements an Individual Learning Portfolio system to track progress toward learning outcomes and facilitate self-reflection.

Student feedback is collected through course evaluations, annual programme surveys, and advisory boards with student representatives, ensuring that support services remain responsive to needs.

7/ ECOSYSTEM

The Liberal Arts and Sciences (LAS) programme is supported by a coordinated network of academic and administrative units that ensure its effective launch, delivery, and continuous improvement.

1. LAS Centre (Dedicated Administrative and Student Space)

A newly established LAS Centre will serve as both:

- Administrative unit responsible for operational management of the programme, including day-to-day administration of academic processes, coordination between faculties delivering courses, management of timetabling, resource allocation, and quality assurance procedures, support for course registration and elective selection, organisation of internships, research projects, and final thesis defences.



- Shared Student Space designed as an inclusive and collaborative environment, providing a physical hub for LAS students to work individually or in groups, facilities for team-based project work, student-led events, and interdisciplinary workshops, a platform for extracurricular initiatives that strengthen the social and intellectual community within the programme, spaces for informal interaction, fostering peer-to-peer learning and cross-year networking.

2. Academic Coordination

The academic coordination of the programme is ensured through a multi-level governance model:

- Programme Academic Coordinator – Appointed from the academic staff to oversee the pedagogical coherence of the curriculum, alignment with learning outcomes, and academic advising processes.
- LAS Academic Board – Comprising representatives from top management, participating faculties, track coordinators, and student representatives. This board meets regularly to review curriculum content and delivery methods, ensure interdisciplinary integration, monitor student progression and achievement of learning outcomes, address emerging academic and organisational challenges.
- Track Coordinators – Experts responsible for the academic content, teaching quality, and student mentoring within each specialisation track.

3. Supporting University Units

The LAS programme draws on the expertise and resources of several existing university structures, including:

- Admissions Office (recruitment and enrollment procedures)
- Centre for Academic Process Management (management of timetabling, support for course registration and elective selection)
- Centre for Quality Assurance of Education (monitors programme delivery, student feedback, and compliance with national and institutional standards)
- Library (provides access to multidisciplinary academic resources, databases, and digital tools).
- IT Services (ensures the smooth operation of online learning platforms, digital collaboration tools, and software for data analysis and creative projects)
- Career Development Centre (facilitates internship placements, career workshops, and employer engagement)
- International Relations Office (supports student mobility, participation in exchange programmes, and involvement in international projects)
- Centre for Culture and Communications (events management, advertisement and communication campaigns)
- Research centers and laboratories (access to equipment, guidance and counselling)

4. Interdisciplinary Teaching Teams

The LAS programme is delivered by teaching staff drawn from multiple faculties, including humanities, social sciences, natural sciences, and technology disciplines. Collaborative course design and co-teaching approaches are encouraged to model interdisciplinary thinking for students.

5. Student Involvement in Programme Governance

Student representatives participate in the LAS Academic Board and working groups, contributing to decision-making on curriculum updates, student support mechanisms, and extracurricular activities.



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Sample student pathway(s) can be found in Annex E

Appendix A Program Learning Outcomes (multidimensional)

METHODOLOGY

Unique strategy for “Backward Design”² model of developing the curriculum of interdisciplinary Liberal Arts / Liberal Arts and Sciences (LAS) programs was established during Workshop on LAS programs held at Adam Mickiewicz University in Poznań, Poland, on April 7–9, 2025.

Multifaceted definition of program learning outcomes (PLO) should be the intersection between institutional capacity, program mission, stakeholder expectations, national qualifications frameworks, and student aspirations. For interdisciplinary programs in particular, it is essential to ensure a balanced integration of elements from multiple domains of knowledge and their productive synthesis—something that is only possible through well-structured and methodologically coherent PLOs.

The curriculum design model established within the **LibArt_UA** project combines defining of program learning outcomes using various approaches and taxonomies:

- Bloom’s taxonomy³ - a straightforward and widely adopted model that clearly illustrates the hierarchy of cognitive outcomes, from memorization to knowledge creation. However, its capacity to capture metacompetencies—those that are central to LAS programs—is relatively limited. As a result, program developers have increasingly turned to alternative taxonomies that offer a broader scope of learning outcomes;
- “Significant learning” by L. Dee Fink⁴ - which emphasizes integrative thinking, the personal dimension of learning, and its transformative potential. Fink’s taxonomy moves away from hierarchical classifications and instead approaches learning as a holistic and complex activity—a view that aligns closely with the logic of interdisciplinary education. It reveals interconnections across different types of PLOs: from foundational knowledge to its practical application, from personal insight to comprehensive shifts in worldview. This approach enables the design of PLOs that integrate knowledge from various domains and focus on real-life contexts, societal relevance, and self-awareness. A key strength of Fink’s model, particularly in the context of Liberal Arts, lies in its emphasis on values, intrinsic motivation, and student engagement as the foundation for building individualized educational trajectories within highly flexible curricular structures;
- Leveraging institutional strategy / qualification requirements / soft skills (BISLA example of PLO planning) presented by Bratislava International School of Liberal Arts (BISLA). This model of planning PLO not only illustrates the role of the educational environment in shaping a program’s PLOs but also details the unique competencies that distinguish LAS programs, highlighting the continuity between their general and specialized components;

The final stage of developing PLO was to check its relevance to LAS educational model:

- o Interpersonal & Teamwork
- o Research & Inquiry
- o Interdisciplinary competences
- o Lifelong Learning & Personal Development
- o Global Citizenship / Societal Awareness
- o Inclusion and Diversity

The remark above on the current and expected correlation of the national standards by study field versus PLA should also be considered

² Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

³ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives*. New York: Longman.

⁴ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.



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LIST OF PLOs CORRELATED WITH COMPETENCIES

	PLO Description	Competence Code
PLO1	Apply critical, analytical, and logical reasoning (inductive and deductive) to address complex interdisciplinary problems.	GC1, GC4, SC1
PLO2	Integrate concepts from multiple disciplines to develop and justify innovative conceptual frameworks.	GC1, GC6, SC1
PLO3	Evaluate the validity, reliability, relevance, and ethical use of arguments, data, and information sources.	GC3, GC4, SC4
PLO4	Recognize how personal beliefs and cognitive biases shape interpretation and decision-making.	GC4, GC12
PLO5	Reflect on the strengths and limitations of abstract thinking in practical decision contexts.	GC1, GC2
PLO6	Differentiate formal, non-formal, and informal education and apply interdisciplinary didactic approaches.	GC6, SC10
PLO7	Assess and adjust personal learning strategies and design a personalised educational trajectory.	GC2, GC10
PLO8	Explain the role and dynamics of information in cognitive, communicative, and social processes and integrate diverse sources to address complex issues.	GC3, SC4
PLO9	Apply research methodology to design and conduct studies, select appropriate methods, analyse data, and interpret results while upholding academic integrity.	GC5, GC12, SC1
PLO10	Communicate effectively in Ukrainian and at least one foreign language in oral, written, and digital formats, adapting to audience and context.	GC7, SC8
PLO11	Use digital tools (including mathematical, statistical, and ICT applications) for research, collaboration, data analysis, modelling, and visualisation.	GC6, SC4, SC15
PLO12	Manage personal work, time, and resources; coordinate teams; resolve conflicts constructively; and demonstrate empathy and ethical conduct.	GC8, GC9, GC10, GC12, SC7
PLO13	Understand democratic and human-rights principles and analyse socio-political practices through these lenses.	GC12, GC13, SC3
PLO14	Apply systems thinking to design solutions for societal, environmental, and technological problems, including modelling socio-ecological-technological systems and forecasting outcomes.	GC1, SC1, SC2
PLO15	Interpret phenomena, texts, and practices using historical, philosophical, cultural, and scientific perspectives.	GC14, SC3
PLO16	Demonstrate intercultural competence, overcoming communication barriers and fostering safe, respectful collaboration.	GC8, GC11, SC8
PLO17	Apply project management principles to design, implement, and evaluate interdisciplinary initiatives that consider cultural, environmental, economic, and social factors.	GC6, SC10, SC11
PLO18	Analyse how power structures, inequalities, and value hierarchies influence project and policy outcomes.	GC4, GC12, SC3
PLO19	Apply decision-making theory (logical, probabilistic, and ethical) and stakeholder analysis to reconcile conflicting interests.	GC4, GC12, SC9
PLO20	Demonstrate leadership, initiative, adaptability, and reflective practice when facing ethical dilemmas.	GC2, GC8, GC12, SC7
PLO21	Explain interrelations among culture, politics, economy, and identity; compare policy and sector practices across contexts.	GC14, SC12
PLO22	Use creative-economy, management, and strategic communication (storytelling, visual, and digital media) to develop sustainable cultural,	GC6, SC13, SC14,



	educational, or social initiatives.	SC15
PLO23	Facilitate inclusive, cross-sector dialogue and design public-engagement processes supported by digital tools; evaluate their effectiveness.	GC8, SC15, SC16
PLO24	Apply principles of science and technology policy to promote sustainable, ethical innovation; evaluate societal and environmental impacts; and propose responsible uses of intelligent technologies.	GC4, SC12, SC13, SC14
PLO25	Formulate new research questions and generate innovative solutions to emerging interdisciplinary challenges.	GC1, GC5, SC1, SC9
PLO26	Apply entrepreneurial thinking to design, resource, and deliver socially impactful projects.	GC6, SC9, SC10
PLO27	Demonstrate active citizenship and social responsibility through measurable contributions and impact.	GC12, GC13, SC3
PLO28	Commit to lifelong learning and continuous professional development; remain adaptable in uncertain, rapidly changing environments.	GC2, GC10
PLO29	Integrate ethical, civic, sustainability, and inclusivity considerations into academic, professional, and project decisions.	GC12, SC2, SC3
PLO30	Evaluate outcomes, learn from feedback, and adapt strategies and plans to improve performance and meet deadlines.	GC2, GC6, GC10

BISLA MODEL	
General	<i>Common to all applicants at this level, regardless of the program</i> <ul style="list-style-type: none"> • PLO1, PLO3, PLO15, PLO19, PLO21, PLO22, PLO24, PLO26, PLO28, PLO29
Institutional	<i>Formed by the HEI environment as such; related to the mission and goals of the HEI</i> <ul style="list-style-type: none"> • PLO2, PLO4, PLO7, PLO10, PLO14, PLO20, PLO23, PLO30
Program-specific	<i>Specific to applicants of a specific program; shaped by the program as a whole LAS model related</i> <ul style="list-style-type: none"> • PLO5, PLO8, PLO9, PLO11, PLO12, PLO13, PLO16, PLO17, PLO18, PLO25, PLO27
Subject-specific	<ul style="list-style-type: none"> • PLO6, PLO25, PLO27, PLO28, PLO29

Based on Bloom's Taxonomy		
Classification in the cognitive sphere Cognitive (Knowledge & Thinking Skills)	Classification in the emotional (affective) sphere Affective (Attitudes & Values)	Classification in the psychomotor sphere Psychomotor (Skills & Performance)
<i>(Primary)</i> PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO16, PLO17, PLO22, PLO23, PLO24, PLO25, PLO26, PLO27, PLO28, PLO29	<i>(Primary)</i> PLO7, PLO14, PLO18, PLO19, PLO20, PLO21, PLO30	<i>(Primary)</i> PLO15, PLO18, PLO19, PLO20, PLO21, PLO29, PLO30

<i>(Secondary)</i> PLO7, PLO14, PLO15, PLO18, PLO19, PLO20, PLO21, PLO30	<i>(Secondary)</i> PLO4, PLO5, PLO6, PLO15, PLO16, PLO17, PLO22, PLO23, PLO24, PLO25, PLO26, PLO27, PLO28	<i>(Secondary)</i> PLO1, PLO6, PLO8, PLO9, PLO10, PLO11, PLO13, PLO16, PLO17, PLO24, PLO25, PLO26
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Based on Fink's taxonomy of Meaningful Learning					
Basic knowledge: facts, terms, concepts <i>Foundational knowledge</i>	Application of knowledge: critical, practical, creative thinking <i>Application</i>	Knowledge integration: the ability to establish connections, similarities, interactions <i>Integration</i>	Human dimension: understanding oneself, interacting with others <i>Human Dimension</i>	Caring: value, behavioral, and worldview changes <i>Caring</i>	Learning ability: generation of new knowledge <i>Learning how to learn</i>
PLO1, PLO2, PLO3, PLO6, PLO9, PLO12, PLO15, PLO22, PLO23, PLO24, PLO27, PLO28, PLO29	PLO4, PLO5, PLO10, PLO11, PLO13, PLO16, PLO17, PLO18, PLO19, PLO20, PLO21, PLO26, PLO30	PLO2, PLO8, PLO11, PLO13, PLO24, PLO25, PLO26, PLO28, PLO30	PLO7, PLO14, PLO16, PLO18, PLO19, PLO20, PLO21	PLO4, PLO5, PLO14, PLO18, PLO19, PLO20, PLO21, PLO23, PLO26	PLO8, PLO10, PLO12, PLO13, PLO25, PLO26, PLO30

Specific competencies for LA / LAS programs	
Interpersonal & Teamwork	• PLO7, PLO15, PLO16, PLO18, PLO19, PLO20, PLO21, PLO30
Research & Inquiry	• PLO3, PLO9, PLO10, PLO11, PLO12, PLO13, PLO24, PLO25, PLO29
Interdisciplinary competences	• PLO1, PLO2, PLO5, PLO8, PLO11, PLO13, PLO24, PLO25, PLO26, PLO28, PLO30
Lifelong Learning & Personal Development	• PLO4, PLO7, PLO8, PLO14, PLO23, PLO26, PLO30
Global Citizenship / Societal Awareness	• PLO22, PLO23, PLO24, PLO26, PLO27, PLO28

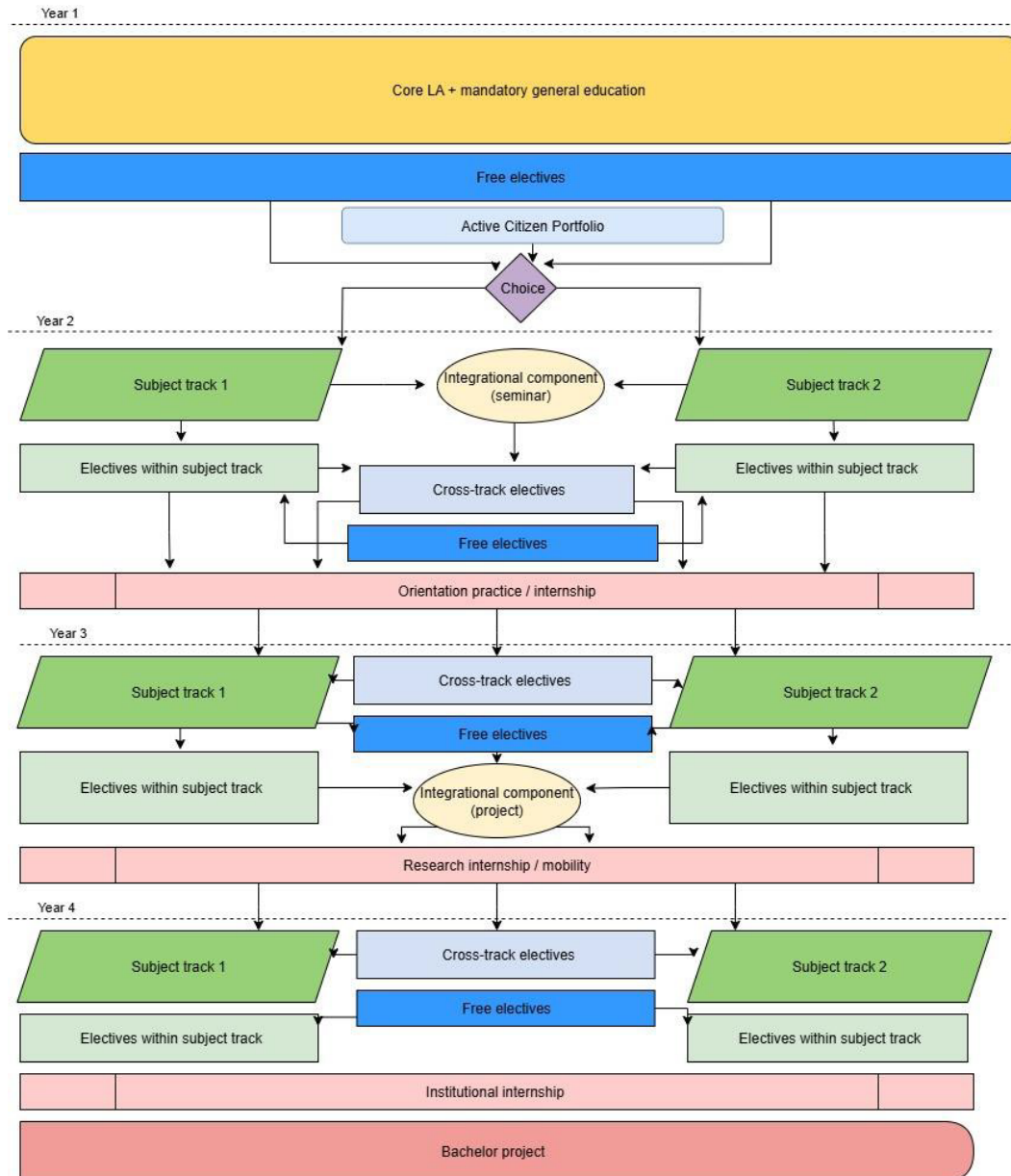


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Inclusion and Diversity	<ul style="list-style-type: none">• PLO15, PLO16, PLO18, PLO19, PLO20, PLO21
Ethical Leadership	<ul style="list-style-type: none">• PLO14, PLO18, PLO19, PLO20, PLO21, PLO26, PLO30



Appendix B Visualization of the Program



Appendix C - Mandatory courses / vs list of program learning outcomes

<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECTS</i>	<i>Mandatory course description (one sentence)</i>
Philosophy	<i>D</i>	4	Develops abstract reasoning, systems of thought, ethical reflection, and socio-political awareness.
History of Knowledge	<i>TBD</i>	3	Provides interdisciplinary historical perspectives on the development of human thought, linking social, cultural, and political contexts.
Books that Changed the World	<i>TBD</i>	3	Encourages critical engagement with foundational texts, intercultural understanding, and application to contemporary contexts.
Methodology and Logic of Interdisciplinary Research	<i>TBD</i>	4	Builds competence in research design, methodological integration, and complex problem-solving.
Ukrainian Language	<i>D</i>	4	Strengthens professional communication in the state language, with cultural and contextual sensitivity.
English Language	<i>D</i>	8	Develops advanced communication in a foreign language for academic and professional contexts.
Academic Writing and Critical Thinking	<i>D</i>	4	Trains argumentation, academic integrity, structured communication, and reflective improvement.
Physical Education	<i>D</i>	4	Supports teamwork, self-management, adaptability, and personal development.
Human and Nature	<i>TBD</i>	6	Integrates environmental, scientific, and ethical perspectives on socio-ecological systems.
Human and Society	<i>TBD</i>	6	Analyses social systems, democratic principles, and socio-political interconnections.
Introduction to the LAS Programme	<i>TBD</i>	2	Orients students in programme goals, structure, and interdisciplinary ethos; develops self-directed learning and ethical awareness.
Social Responsibility in a Global World	<i>TBD</i>	3	Cultivates civic engagement, intercultural competence, ethical decision-making, and societal impact awareness.
Fundamentals of Intercultural Dialogue	<i>D</i>	3	Builds intercultural communication, inclusivity, and cross-cultural understanding.
Mathematical Models and Systems Analysis	<i>D</i>	4	Applies mathematical and ICT tools for systems modelling and interdisciplinary analysis.
Interdisciplinary Seminar	<i>TBD</i>	3	Enhances networking and cooperation between tracks
Theory and Practice of Argumentation	<i>D</i>	3	Trains logical reasoning, critical debate, and evidence-based persuasion.
Decision-Making Theory	<i>D</i>	3	Applies logical, probabilistic, and ethical frameworks to complex decision-making.
Knowledge and Culture	<i>TBD</i>	3	Links cultural heritage and knowledge systems to interdisciplinary problem-solving.
Histories of History:	<i>TBD</i>	3	Analyses historiographical approaches and the role of interpretation in shaping understanding.

Interpretation of the Past			
Limits of Science	<i>TBD</i>	3	Examines the boundaries of scientific inquiry, epistemological debates, and ethical implications.
Ultimate Questions of Life	<i>TBD</i>	3	Provides multiple perspectives on focal issues of various sciences, demonstrating correlations between them and encouraging students to question the notion of an ultimate question as such
Discovering Yourself: Culture of Self-Reflection	<i>D</i>	3	Develops metacognition, self-awareness, and ethical decision-making in personal and professional contexts.
Soft Skills for a Complex and Changing World	<i>D</i>	3	Builds adaptability, teamwork, leadership, and lifelong learning.
Knowledge Production and Management	<i>TBD</i>	3	Addresses methods for creating, organising, and applying knowledge in academic and professional contexts.
Creative Thinking and Entrepreneurship	<i>D</i>	4	Promotes innovation, creative economy practices, and entrepreneurial project design.
Financial Literacy and Entrepreneurial Planning	<i>D</i>	3	Provides tools for financial planning, business modelling, and sustainable entrepreneurship.
Project Management	<i>D</i>	4	Trains planning, implementation, evaluation, and coordination of interdisciplinary projects.
Human and Machine	<i>TBD</i>	3	Analyses human–technology interactions, ethics, and societal impacts.
The World as Dataset	<i>TBD</i>	3	Introduces data-driven worldviews and systems-based analysis.
Data Analysis and Visualisation	<i>D</i>	4	Applies statistical and ICT tools to analyse and present data.
Fundamentals of Programming	<i>D</i>	4	Builds basic coding skills relevant to interdisciplinary problem-solving.
Group Project	<i>TBD</i>	4	Integrates teamwork, project management, and interdisciplinary application in a practical setting.
Introductory and Orientation Internship	<i>TBD</i>	2	Provides initial workplace experience, fostering civic engagement and professional skills.
Research Internship	<i>TBD</i>	4	Applies research methodology in real-world contexts.
Professional (Institutional) Internship	<i>TBD</i>	6	Strengthens professional competences and societal engagement.
Bachelor’s Project Preparation	<i>TBD</i>	8	Develops independent research, synthesis, and presentation skills.
Professional Portfolio Preparation	<i>TBD</i>	2	Encourages documentation of professional and civic achievements.
Digital Transformations of Society	<i>D</i>	3	Examines technological change in social contexts, its governance, and intercultural implications.
Theories of Creativity	<i>D</i>	3	Explores models of creativity and their application in cultural, educational, and entrepreneurial projects.
Digital Tools for Creative Practices	<i>D</i>	4	Builds ICT skills for content creation, communication, and public engagement in cultural industries.
Reflective Studies of Value	<i>D</i>	3	Encourages critical reflection on ethics, values, and worldviews across disciplines.



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Systems			
Creative Economy	<i>D</i>	4	Applies economic, management, and marketing principles to cultural and creative sectors.
Storytelling and Narrative Practices	<i>D</i>	4	Trains narrative communication skills for diverse audiences.
Cultural Benchmarking Internship	<i>D</i>	4	Applies cultural analysis and project skills in real-world cultural policy contexts.
The Anthropocene and Worldview	<i>D</i>	3	Analyses human impact on the planet through ecological, cultural, and philosophical perspectives.
Theories of Sustainable Development	<i>D</i>	3	Introduces frameworks for integrating environmental, social, and economic sustainability.
Intelligent Technologies for Sustainable Development	<i>D</i>	4	Examines the application, risks, and ethics of intelligent technologies in sustainability.
Systems Ecology	<i>D</i>	3	Studies ecological systems and their relationship to human activity.
Green Economy	<i>D</i>	4	Applies sustainability principles to economic planning and management.
Global Environmental Governance	<i>D</i>	4	Analyses governance mechanisms for environmental sustainability.
Green Innovation internship	<i>TBD</i>	4	Applies sustainable innovation principles in practical settings.

<i>Mandatory Course Title</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Philosophy	+	+		+	+								+		+															+
History of Knowledge	+	+						+					+		+							+								
Books that Changed the World	+							+							+	+						+	+							
Methodology and Logic of Interdisciplinary Research	+	+	+						+					+												+				
Ukrainian Language										+					+	+														
English Language										+					+	+														
Academic Writing and Critical Thinking	+		+						+	+					+															+
Physical Education												+																+		
Human and Nature														+	+									+					+	
Human and Society													+	+	+			+				+							+	
Introduction to the LAS Programme						+	+					+				+											+	+		



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Mandatory Course Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Social Responsibility in a Global World													+			+		+					+				+		+	
Fundamentals of Intercultural Dialogue										+					+	+			+				+							
Mathematical Models and Systems Analysis	+	+									+			+										+						
Interdisciplinary Seminar	+	+							+						+							+								
Theory and Practice of Argumentation	+		+							+					+					+										
Decision-Making Theory	+			+										+						+										
Knowledge and Culture	+	+													+							+								+
Histories of History: Interpretation of the Past									+						+							+		+						
Limits of Science	+	+			+					+			+	+																
Ultimate Questions of Life	+			+	+									+							+									
Discovering Yourself: Culture of Self-Reflection				+	+		+														+							+		
Soft Skills for a Complex and Changing World												+				+					+					+			+	+
Knowledge Production and Management									+	+								+	+						+					
Creative Thinking and Entrepreneurship		+																				+			+	+				
Financial Literacy and Entrepreneurial Planning																	+	+							+					+
Project Management												+						+	+							+				+
Human and Machines														+										+					+	
The World as a Dataset	+										+		+											+						
Data Analysis and Visualisation									+		+							+						+						
Fundamentals of Programming											+													+						
Group Project												+				+	+									+			+	+
Introductory and Orientation Internship												+				+										+	+			

Mandatory Course Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Research Internship									+		+															+				
Professional Internship												+				+											+	+		
Bachelor's Project Preparation	+	+								+																+				+
Professional Portfolio Preparation										+																	+	+		+
Digital Transformations of Society														+		+		+				+			+					
Theories of Creativity		+																					+			+	+			
Digital Tools for Creative Practices											+												+	+						
Reflective Studies of Value Systems				+	+										+			+												+
Creative Economy																	+	+				+				+				
Storytelling and Narrative Practices										+					+							+								
Cultural Benchmarking Internship																+	+	+									+			
The Anthropocene and Worldview														+	+										+					+
Theories of Sustainable Development														+			+							+						+
Intelligent Technologies for Sustainable Development											+			+										+						
Systems Ecology														+										+						
Green Economy														+			+							+						+
Global Environmental Governance														+			+	+						+						
Green Innovation Internship																+	+							+		+				

(by tracks/ clusters/ blocks/major, if relevant)

Cluster	Course title	ECTS	
Social Responsibility, Leadership, and Civic Engagement	Social Entrepreneurship and Marketing	3	
	Civic Engagement and Volunteering Practices	3	
	Social Project Design	3	
	Corporate Social Responsibility	3	
	Social Leadership	3	
	Team-Building in Social Project Design	3	
	Career Design in an Interdisciplinary Context	3	
	Organisation of Self-Managed Group Work	3	
	Event Management	3	
	Social Risk Management	3	
	Political Image-Making	3	
	European Integration, Democracy, and Governance in the EU	4	
	Environment, Sustainability, and Global Challenges	Fundamentals of Environmental Awareness	3
		Urban Ecology	3
Ecology of Knowledge		3	
Behavioural Aspects of Sustainable Development		3	
Sustainable Urban Environment Design		4	
Climate Scenarios and Simulation Modelling		4	
Ethics of Sustainable Development		3	
Integrated Sustainable Development Design		4	
Geocological Risks and Vulnerability		3	
Climate Change		3	
Environmental Epidemiology and Public Health		3	
Science, Technology, and Innovation	Ethics of Artificial Intelligence and Digital Technologies	3	
	History of Technology	3	
	Mathematical Models for the Social Sciences and Humanities	3	
	Fundamentals of Artificial Intelligence and Machine Learning	4	
	Intelligent Environmental Monitoring Systems	3	
	Scientific Platforms for Change	3	
Governance, Policy, and Social Analysis	Fundamentals of Cultural Policy	3	

	Culture of Identity and Politics of National Memory	3
	History and Logic of Ideologies	3
	Cultural Space Analytics	3
	Sociology of Culture	3
	Empirical Sociological Research	4
	Sociology of Organisations	3
	Social Forecasting	3
	Sociology of Internet Communication	3
	Monitoring and Evaluation of Social Projects	3
	E-Governance	3

Elective	Track	ECTS
Creative Writing (in English)	Cross-Track	3
Social Entrepreneurship and Marketing	Cross-Track	3
Design Thinking	Cross-Track	3
Fundamentals of Cultural Policy	Cross-Track	3
Media Literacy and Fact-Checking	Cross-Track	3
Visual Communications and Infographics	Cross-Track	3
Mediation in an Intercultural Context	Cross-Track	3
Ethics of Artificial Intelligence and Digital Technologies	Cross-Track	3
Fundamentals of Environmental Awareness	Cross-Track	3
Creative Industries and Cultural Entrepreneurship	Cross-Track	3
Social Project Design	Cross-Track	3
Civic Engagement and Volunteer Practices	Cross-Track	3
Culture of Identity and Politics of National Memory	Cross-Track	3
Psychology of Creativity and Innovation	Cross-Track	3
Introduction to Bioethics	Cross-Track	3
Futurology and Scenario Planning	Cross-Track	3
Introduction to Visual Anthropology	Cross-Track	3
Intercultural Communication in Creative Industries	Cross-Track	3
Aesthetics of European Art	Cross-Track	3
Aesthetics of Advertising	Cross-Track	3

Gender Aspects of Creative Industries	Cross-Track	3
Gender Dimensions of Intercultural Communication	Cross-Track	3
Creative Innovation and Heuristics	Cross-Track	3
Methods of Creative Dialogue	Cross-Track	3
History and Logic of Ideologies	Cross-Track	3
Contemporary Visual Practices and Communication	Cross-Track	3
The Problem of Understanding and Interpreting Religious Texts	Cross-Track	3
European Integration, Democracy, and Governance in the EU	Cross-Track	3
Political Image-Making	Cross-Track	3
E-Governance	Cross-Track	3
Empirical Sociological Research	Cross-Track	3
Sociology of Organisations	Cross-Track	3
Social Forecasting	Cross-Track	3
Communication Scenario Design in Negotiations	Cross-Track	3
Sociology of Internet Communication	Cross-Track	3
Monitoring and Evaluation of Social Projects	Cross-Track	3
Social Leadership	Cross-Track	3
Team-Building in Social Project Design	Cross-Track	3
Career Design in an Interdisciplinary Context	Cross-Track	3
Organisation of Self-Managed Group Work	Cross-Track	3
Event Management	Cross-Track	3
Corporate Social Responsibility	Cross-Track	3
Social Risk Management	Cross-Track	3
Public Relations	Cross-Track	3
Urban Ecology	Cross-Track	3
Narratives in Science and Politics	Cross-Track	3
History of Technology	Cross-Track	3
Mathematical Models for Social Sciences and Humanities	Cross-Track	3
Digital Humanities	Cultural Policies and Creative Industries	4
Philosophy of Cultural Studies	Cultural Policies and Creative Industries	3
Cultural Identity and Memory Politics	Cultural Policies and Creative Industries	3

Literature and Cross-Art Studies	Cultural Policies and Creative Industries	3
Phenomenology of Exhibition Activity	Cultural Policies and Creative Industries	3
Aesthetics	Cultural Policies and Creative Industries	3
Humanistic Values in Literary Texts	Cultural Policies and Creative Industries	3
Creative Industries Management	Cultural Policies and Creative Industries	3
Sociology of Culture	Cultural Policies and Creative Industries	3
Cultural Space Analytics	Cultural Policies and Creative Industries	3
Invisible Histories: Creative Practices of Everyday Life	Cultural Policies and Creative Industries	3
Public Anthropology	Cultural Policies and Creative Industries	3
Behavioural Aspects of Sustainable Development	Sustainable Development & Intelligent Technologies	3
Intelligent Environmental Monitoring Systems	Sustainable Development & Intelligent Technologies	4
Sustainable Urban Environment Design	Sustainable Development & Intelligent Technologies	3
Climate Scenarios and Simulation Modelling	Sustainable Development & Intelligent Technologies	4
Ethics of Sustainable Development	Sustainable Development & Intelligent Technologies	3
Integrated Sustainable Development Design	Sustainable Development & Intelligent Technologies	4
Geocological Risks and Vulnerability	Sustainable Development & Intelligent Technologies	3
Climate Change	Sustainable Development & Intelligent Technologies	3
Fundamentals of Artificial Intelligence and Machine Learning	Sustainable Development & Intelligent Technologies	4
Ecology of Knowledge	Sustainable Development & Intelligent Technologies	3
Scientific Platforms for Change	Sustainable Development & Intelligent Technologies	3
Environmental Epidemiology and Public Health	Sustainable Development & Intelligent Technologies	3



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Appendix E Sample of Student Pathway

Student A selected track Sustainable Development and Intelligent Technologies

Year 1 – Foundations & Academic Skills (60 ECTS)

Semester	Course	ECTS
Fall	Philosophy	4
	History of Knowledge	4
	Ukrainian Language	4
	English Language I	4
	Academic Writing & Critical Thinking	4
	Physical Education I	2
	Introduction to the LAS Programme	3
Spring	Human and Nature (Ecology, Human Biology, Geography)	5
	Books that Changed the World	4
	Methodology & Logic of Interdisciplinary Research	4
	English Language II	4
	Physical Education II	2
	Human and Society (Sociology, History, Political Science)	5
	Fundamentals of Intercultural Dialogue	3
	Decision-Making Theory	4
	Elective 1 – Fundamentals of Environmental Awareness	3
	Elective 2 – Media Literacy and Fact-Checking	3

Year 2. Expanding Horizons and Research Skills

Semester	Course	ECTS
Fall	Mathematical Models & Systems Analysis	4



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Semester	Course	ECTS
	Interdisciplinary Seminar	4
	Theory & Practice of Argumentation	3
	Knowledge and Culture	4
	Histories of History: Interpretation of the Past	4
	Soft Skills for a Complex & Changing World	3
	Physical Education III	2
	Elective 3 – Climate Change	3
Spring	Limits of Science	4
	Ultimate Questions of Life	3
	Discovering Yourself: Culture of Self-Reflection	3
	Knowledge Production & Management	3
	Creative Thinking & Entrepreneurship	3
	Financial Literacy & Entrepreneurial Planning	3
	Project Management	4
	Elective 4 – Sustainable Urban Environment Design	4
	Introductory & Orientation Internship	4

Year 3. Specialization and Applied Learning

Semester	Course	ECTS
Fall	Human and Machines	4
	The World as a Dataset	4
	Data Analysis & Visualisation	4
	Fundamentals of Programming	4
	The Anthropocene and Worldview (Track)	4
	Theories of Sustainable Development (Track)	4
	Elective 5 – Intelligent Environmental Monitoring Systems	4
Spring	Intelligent Technologies for Sustainable Development (Track)	4



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Semester	Course	ECTS
	Systems Ecology (Track)	4
	Green Economy (Track)	4
	Global Environmental Governance (Track)	4
	Elective 6 – Ethics of Sustainable Development	3
	Research Internship	4
	Group Project (Interdisciplinary)	4

Year 4. Integration and Capstone

Semester	Course	ECTS
Fall	Green Innovation Internship (Track)	6
	Elective 7 – Fundamentals of AI & Machine Learning	4
	Elective 8 – Integrated Sustainable Development Design	4
	Elective 9 – Climate Scenarios & Simulation Modelling	4
	Elective 10 – Behavioural Aspects of Sustainable Development	3
	Professional (Institutional) Internship	6
Spring	Bachelor's Project Preparation	12
	Professional Portfolio Preparation	4
	Elective 11 – Environmental Epidemiology & Public Health	3
	Elective 12 – Geocological Risks & Vulnerability	3
	Elective 13 – Scientific Platforms for Change	3

**Ternopil Volodymyr Hnatiuk National Pedagogical University**

General information	
Full name of the HEI and structural unit on the basis of which the program is implemented	Ternopil Volodymyr Hnatiuk National Pedagogical University Department of Special and Inclusive Education
Degree of higher education and title of qualification	Bachelor in Social Inclusion and Human Development
Official name of the bachelor program	Social Inclusion and Human Development
Type of diploma and scope of the educational program	Single, 240 ECTS
Cycle/level	First level of high education NRQ 6
Language(s) of instruction	For core and mandatory courses: 1 year – Ukrainian, 2-4 years – English For electives – Ukrainian and English
Program fields of study, standards & competences	
<i>While developing the programs Ukrainian institutions must also take into account unified national education standards, defined by the fields of study and level of the program, e.g. Bachelor, Master, PhD. The standards include the predefined competences the program graduates should have by completing the program in the field / level.¹ In case of multidisciplinary programs all / part of the competences by subject field / level should be considered, depending on the program type. Currently the standards also include PLA, while most of the standards are expected to be revised in the course of 2025-26, with one remarkable change - each HEI will be expected individually develop PLA for each of its program.</i>	
Field(s) of study of the program (2-5, in case of interdisciplinary program)	I10/ 0921+0923 Care of the elderly and of disabled adults + Social work and counselling I11/ 0922 Child care and youth services

¹ <https://mon.gov.ua/osvita-2/vishcha-osvita-ta-osvita-doroslikh/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukraini/zatverdzeni-standarti-vishchoi-osviti>



	B11/0231 Language acquisition (English) C7/0321 Journalism and reporting
Current national standards by field of study and level	https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2019/04/25/231-Sotsial.robota-bakalavr-VO.18.01.pdf https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/035-Filolohiya-bakalavr.28.07-1.pdf https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/061-Zhurnalistyka-bakalavr.28.07-1.pdf
Integral competence	The ability to solve complex specialized tasks and practical problems in the field of special inclusion and human development, which involves the application of certain theories and methods of working with individuals, groups and communities in order to include them in society, ensure equal rights and opportunities, promote their development and is characterized by the complexity and uncertainty of conditions
General Competences (GC)	<ul style="list-style-type: none"> • Ability to evaluate information, identify biases and form arguments, apply critical thinking and analysis in practice; • Ability to apply learned concepts to real-world scenarios and develop innovative solutions in multicultural environment; • Ability to identify and solve problems; • Ability to provide transferable skills, adaptability and flexibility in a rapidly changing world; • Ability to incorporate digital tools and technologies; • Ability to conduct research, analyze data, and synthesize information from various sources; • Ability to communicate in Ukrainian and foreign languages; • Ability to lifelong learning. • Ability to make decisions and act in a manner that is free from corruption and any other forms of dishonesty.
Specialized professional competences (PC)	SOCIAL WORK (PCS) <ul style="list-style-type: none"> • Ability to predict the course of various social phenomena and processes, initiating social changes to improve the well-being of all segments of the population, grounded in equality, diversity, and social justice (SI) • Knowledge of national and international legal instruments and principles that aim to ensure access to essential services and welfare for individuals at risk of social exclusion. • Ability to analyze socio-psychological phenomena, processes of an individual, social group and community development and socialization • Ability to collaborate effectively in an international environment and recognize cross-cultural issues in professional practice • Ability to understand social problems, needs of an individual, find effective methods to solve them, providing support focusing on strengths-based approach.



- Ability to develop and implement social projects and programs.
- Ability to organize one's own professional activities and manage specialists in the field of social inclusion and human development.
- Ability to establish interaction with individuals, groups, representatives of various professional communities and communities in compliance with ethical principles and standards of the profession (SI).
- Ability to identify and engage resources of partner organizations to fulfill professional tasks

PHILOLOGY (PCE)

- 1) Ability to freely, flexibly and effectively use the English language in oral and written form, in various genres and styles and registers of communication (official, informal, neutral), to solve communicative tasks in the field of professional activity.
- 2) Ability to use professional terminology effectively.
- 3) Ability to provide consultations to norms of literary language and speech norms.
- 4) Ability to organize business communication.

JOURNALISM (PCJ)

- SK01. Ability to apply knowledge from the field of social communications in the field of professional activity.
- SK02. Ability to form information content.

Competencies defined by the educational program (PCI)

1. ability to integrate knowledge from different fields ensuring holistic human development and positive changes in the social environment (MP);
2. understand and apply theories of personality development, aging, and lifelong learning in professional activity focus on the integrating cognitive, social, emotional, and physical aspects of human development (LR);
3. ability to identify and explain socio-economic processes and phenomena based on theoretical models, to analyze and meaningfully interpret the results obtained from an interdisciplinary approach (IA);
4. ability to apply an interdisciplinary approach in analyzing socio-economic phenomena and problems, studying causes, risks and possible socio-economic consequences, justifying and making socio-economic decisions to prevent or overcome them (MP+SI);
5. ability to understand and study the problems and needs of people at risk of social exclusion, and to develop mechanisms for their inclusion in society, while advocating for their rights (SI);
6. ability to conduct research to identify social problems, assess the effectiveness of interventions and political decisions (PC);
7. ability to raise awareness about social problems and ways of solving them, and advocate for solutions through



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	various communication channels (PC)
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1/ PROFILE

Objectives of the program

Training of specialists-liders, able to understand and promote development, well-being of individuals, groups, their cooperation/interaction within the society with a strong emphasis on social justice, equity, and the diverse needs of various populations.

Graduate profile

What students will learn:

- *Human Development*: study the developmental processes individuals undergo throughout the lifespan, including social, emotional, physical and cognitive development, within the context of families, communities, and various cultural influences.
- *Social Inclusion*: understand how to improve the participation of excluded individuals and groups in society by enhancing opportunities, access to resources, and respect for rights.
- *Intervention and Prevention*: help individuals, families, or groups through providing prevention programs and intervention techniques, as well as understanding how human service agencies operate. This sector involves: *individual-level interventions* (providing assistive devices, building social skills, offering rehabilitation and treatment, supporting access to services and transport); *community-level interventions* (adapting infrastructure for accessibility, raising awareness, reducing stigma, promoting access to health and education, and building welcoming communities); *system-level interventions* (implementing inclusive legislation, allocating budgets for support services, and utilizing media for awareness campaigns).
- *Government & Public Policy Making*: integral to both social inclusion and human development in different spheres within the connection of the resources of government, public, non-government sectors. Policies shape the availability and accessibility of resources, educational systems, healthcare, and social support networks, which are critical for individuals' well-being and societal participation.

Specific Career Paths in Social Inclusion and Human Development:

- *Social Work & Counseling*: includes positions such as social workers, veterans support specialists, child welfare advocates, rehabilitation counselors, often requiring graduate degrees for professional practice.
- *Education & Early Childhood Development*: exists in daycare centers, head start programs, early intervention services, and as early intervention specialists.
- *Advocacy & Non-Profit Work*: involves roles in volunteer coordination, program management, and organizations focused on youth and their social issues.
- *Government & Public Policy*: involves community workers, social managers, social policy analysis, veterans, child and youth welfare advocacy working within government and nongovernment agencies to shape policies that impact human development and well-being.
- *Community & Individual Veterans Services*: includes roles in individual, group intervention services, long life education, and residential care programs for veterans and their families.
- *Cognitive and Developmental Disabilities*: teaches how to support individuals in reaching their full potential, improving their quality of life, promoting their independence and inclusion in society, focusing on providing individualized services, interventions, and therapies tailored to the unique needs of each person.
- *Human Resources*: organizational consulting and human resources management, focusing on employee development and well-being within businesses.
- *Research*: pursue research roles to advance understanding of human behavior and well-being.



B. in Social Inclusion and Human Development can offer many different career opportunities depending on what interests you and offers professional growth. After studying the different stages of life and how they impact the social, mental, biological, and behavioral factors of one's life, you discover that there are a variety of careers to choose from. These are some common career choices for graduates:

- *Program administration and management*
- *Public policy (Project Officer/Manager)*
- *Case manager*
- *HR manager*
- *Organizational Consultant*
- *Human Resources Manager*
- *Executive Coach-*
- *Child care Worker*
- *Social Services Worker*
- *Social worker*
- *Veteran Support Specialist*
- *Early Intervention Specialist*
- *Cognitive Disability Support Specialist*
- *Youth Worker*

Unique features

In order to tailor the degree to students' interests, students also take courses in the program's concentration areas. Students choose two|one of these four concentration options.

1) Veteran services certificate program - equips individuals with specialized knowledge and skills to assist military personnel and veterans with various needs, including navigating the VA system, accessing benefits, and addressing challenges related to their service. These programs are often offered by community or technical colleges and can be a valuable pathway to civilian careers or enhanced roles within veteran-serving organizations.

2) Certificate Program in Early Intervention - equips professionals with the knowledge and skills to support families and young children (typically 0-3 years old) who have developmental delays or disabilities, utilizing evidence-based practices and a systems-of-care approach. These programs often combine online and on-campus instruction, focusing on areas like child development, family-centered practices, ethical considerations, and collaboration with other professionals.

3) Certificate Program in Cognitive and Developmental Disabilities - specialize your knowledge in applied behavior, cognitive and developmental analysis. Apply behavior analytic skills to address important problems in society across a variety of settings including behavioral health, community organizations and educational institutions.

4) Youth Policy, Participation, and Leadership - gain an understanding of the child and youth nonprofit sector and for-profit organizations focused on cultural, environmental and social change. Form insight about the issues that leaders face in this growing field, and learn how to communicate in order to lead systemic change in communities and organizations for children and youth. Study the design and structure of financial management, nonprofit and social enterprise organizations, revenue generation, and strategic and project-based management.

Below is a partial list of **career roles** where you can leverage to advance your professional endeavors through involving in certificate programs:

Veteran support specialist

Early intervention specialist

Cognitive Disability Support Specialist

Youth worker



Key words (10-15)

Social inclusion, human development, disability, support, equality, diversity, sustainability, community, services
(4000 characters with spaces)

2/ PROGRAM LEARNING OUTCOMES

Short general description, logic of structure

Bachelor's Program in Social Inclusion and Human Development generally aims to prepare students to promote the well-being of individuals, families, and communities by understanding and addressing social, cultural, psychological, and biological factors influencing human growth and development, with a specific focus on social inclusion and equity.

The logic of the structure typically involves a foundational interdisciplinary curriculum followed by specialized coursework and practical experiences.

Courses proposed within the program are focused on: inclusivity and well-being, Human Development, interdisciplinary Approach, Lifespan Development.

Four concentrations are proposed within the program in the third and fourth year of studying. Students can choose two of them: one in the third year and one in the fourth. Electives provided to choose are oriented to give students soft skills or more deep knowledge and skills in some sphere.

REFERENCE: Appendix A Program Learning Outcomes (multidimensional) with unified introduction

(2000 characters with spaces)

3/ CURRICULUM OVERVIEW

Elements of Curriculum

The Bachelor's Program in Social Inclusion and Human Development is structured to provide a comprehensive and interdisciplinary education, combining general academic foundations with professional training and practical experience. The curriculum is designed across four academic years (eight semesters), with a total workload of 240 ECTS credits, and includes mandatory, core, elective, and free elective courses. The first and second years emphasize foundational and core competencies, while the third and fourth years focus on specialization, applied research, practice, and the capstone project. Students gradually move from theoretical learning to practical application and independent work, enabling them to develop a coherent professional identity and readiness for diverse roles in social inclusion and human development sectors.

Types of courses (mandatory (including core), electives, free electives)

1. Mandatory Courses

Mandatory courses are general education components required for all students across the university. These courses are intended to develop broad academic competencies and include subjects such as *History of Ukraine and National Culture, Ukrainian for Professional Purposes, Economics, Digital Technologies in Professional Activity, and English Language Courses.*

2. Core courses

Core courses are organised around the interdisciplinary fields of study that define the program. They ensure a well-rounded academic and professional foundation, integrating theoretical learning with continuous practical experience. In the first year, students complete an *introductory placement* that familiarises them with key service areas, such as education, healthcare, social protection, and community support through observation and engagement in relevant institutions. In the second year, students take part in *field practice*,



which help them understand the organisational structure and day-to-day functioning of service providers across different administrative and institutional types (e.g., public, municipal, and non-governmental). In the third and fourth years, students complete *field practice* aligned with their selected certificate track, allowing them to apply their knowledge and develop practical skills in specific areas of inclusive and community-based practice.

The core curriculum also includes a *Capstone Seminar*, which supports students in planning, implementing, and reflecting on group or individual practice- or research-based projects related to their chosen certificate track. Working in small groups, students explore real-world problems, develop proposals or interventions, and use the seminar as a space for analysis, peer discussion, and strategic planning. In the final year, students participate in an *Integrative Seminar*, which accompanies the development of their bachelor's thesis and provides a structured environment for academic supervision, peer feedback, and the integration of theoretical and empirical components of their research.

3. Electives (Certificate Program)

Students may enhance their specialization by choosing from a selection of certificate programs (subject tracks) that reflect emerging fields and labour market demands:

Veteran Services (Veteran Support Specialist)

Early Intervention (Early Intervention Specialist)

Cognitive and Developmental Disabilities (Cognitive Disability Support Specialist)

Youth Policy, Participation, and Leadership (Youth Worker)

Each track consists of 5 courses (5 ECTS each) focused on applied knowledge and practical skills relevant to the specific area.

4. Free Electives

Students are also encouraged to personalize their educational path by selecting free elective courses. These may be chosen from the program's own course catalogue or from other programs offered by the university or partner institutions. This allows students to broaden their competencies or deepen their expertise in specific areas of interest.

Interconnection of categories/ clusters or blocks

The curriculum is designed as an interconnected learning pathway, where general, core, and elective courses build progressively. Mandatory courses ensure a solid academic base, core courses develop specialized professional skills, and electives offer pathways for individual interest, career orientation, and interdisciplinary learning. Practical training is integrated across all levels to ensure real-world relevance.

Students pathway (description)

As part of the Bachelor's Program in Social Inclusion and Human Development, students construct their own learning pathways by selecting areas of specialization. These pathways are organized through certificate programs. Each certificate is embedded within the curriculum during the third and fourth years of study.

In the third year, students select one certificate program from a defined set of two options. In the fourth year, they choose a second certificate from a different set of options. Over the course of the program, each student completes two certificate pathways, allowing for both depth and breadth of professional preparation across distinct fields of inclusive practice.

In addition to the structured certificate options, students may also pursue a personalized academic trajectory by selecting elective courses that align with their individual interests or career goals. This flexible approach enables students to build a tailored set of competencies beyond predefined tracks and to deepen their expertise in specific area. Available Certificate Pathways Include:

Veteran Services (Veteran Support Specialist). Focused on providing psychosocial and practical support to veterans, persons with war-related disabilities, and their families. Topics include reintegration policy, service coordination, and individual support planning. Field placements take place in veteran service centers,



municipalities, and community-based organizations.

Early Intervention (Early Intervention Specialist). Designed for work with infants and toddlers (ages 0–3) at risk of developmental delay. Emphasizes early screening, family-centered practice, and multidisciplinary teamwork. Practice settings include early intervention services and inclusive childcare centers.

Cognitive and Developmental Disabilities (Cognitive Disability Support Specialist). Prepares students to work with individuals with intellectual disabilities across the lifespan. Topics include supported decision-making, inclusion in education and employment, and assistance in daily living. Practical experience is gained in day centers, supported living arrangements, and specialized NGOs.

Youth Policy, Participation, and Leadership (Youth Worker). Focuses on supporting young people in formal and non-formal settings. Topics include youth engagement, life skills development, social inclusion, and mental well-being. Field placements are conducted in youth centers, community organizations, and outreach services.

Whether choosing from certificate pathways or designing a personalized combination of electives, students are equipped to build strong academic and practical foundations for their future roles in the field of social inclusion and human development.

REFERENCE: Appendix B Visualization of the Program

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4/ EDUCATIONAL CONTENT

Types of courses

Description of type of courses

1. Mandatory Courses

*History of Ukraine and National Culture (4 credits),
Ukrainian for Professional Purposes (3 credits),
Economics (4 credits),
Digital Technologies in Professional Activity (3 credits),
English Language Courses (19 credits)
English Communication Skills (14 credits)
English for Academic Purposes (18 credits)
Physical Training (no credits)*

2. Core courses

*Social Inclusion and Human Development (4 credits)
Human Biology (3credits)
General Psychology (3 credits)
A person in a society (4 credits)
Foundations of Human Rights and Social Justice (3 credits)
Social policy in the context of social transformations (4 credits)
Psychophysiology (3 credits)
Theories of human development (8 credits)
Human Development and Community Wellbeing (8 credits)
Resource management and budgeting in the field of social development (8 credits)
Practice (9 credits)
Research Design and Methods (3 credits)
Neurodiversity: Inclusive Approaches and Practices (4 credits)
Social Project Management (4 credits)
Universal Design Basics (4 credits)*



Coursework (3 credits)
cap stone seminar (6 credits)
Interpersonal Communication (3 credits)
Intercultural Communication (3 credits)
Bachelor thesis + Integrative seminar (10 credits)
Practice (12 credits)

3. Electives (Certificate Program)

- 1) Veteran services certificate program (3 year of studying, 26 credits)*
- 2) Certificate Program in Early Intervention (3 year of studying, 26 credits)*
- 3) Certificate Program in Cognitive and Developmental Disabilities (4 year of studying, 26 credits)*
- 4) Youth Policy, Participation, and Leadership (4 year of studying, 26 credits)*

4. Free Electives

SPECIALISED ELECTIVES - the catalog is formed every year in University and is proposed within the program

Media communications and events
Strategy for sustainable development of the territory
Imageology and PR technologies
Brand management of administrative and territorial units
Audio, video podcasts
Editing audio and video content
WEB DESIGN
Advertising
Public relations
PR communications
Issues of modern media
Media content
Digital technologies in analytical activities
Artificial intelligence technologies
Social network technologies
Strategic analysis
Strategic management methodology
Conflictology
Personality in urbanized society
Man and mass media
Globalization
Theory of sustainable development
The art of self-presentation
Coaching technologies
Culture of interethnic relations
Culturological dimensions of mentality
Social and everyday orientation
Leadership and management in non-governmental organizations
Social work in the non-governmental sector
Motivational counseling
Social innovations
Social advocacy
Psychology of small groups
Psychology of family education
Psychological and pedagogical prevention of deviant behavior



Psychological support of children with functional limitations
Psychological support of children with emotional disorders
Psychology of self-awareness
Psychology of conflict
Psychology of influence
Psychology of management
Clinical psychology
Emergency psychological assistance

FREE ELECTIVES

The catalog of free electives is formed every year by University

https://tnpu.edu.ua/navchannya/dystsypliny/bakalavr/2025_2026/kalaloh_zah.pdf

REFERENCE: Appendix C - List of mandatory courses / vs list of program learning outcomes
Appendix D – List of elective courses

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5/ FINAL ASSESSMENT AND QUALIFICATION

Bachelor Thesis / Qualification Exam/Other
(1000 characters with spaces)

Final assessment of graduates of the “Social Inclusion and Human Development” Bachelor program is carried out in the form of qualification work defense. Final assessment is carried out openly and publicly. The qualification work must be based on a scientific analysis of reliable sources and practices in the field of social inclusion and human development, actual materials of the activities of the organizations on the basis of which the research was conducted, have a logical structure of construction and presentation of the material, have no signs of falsification or academic plagiarism, be prepared in accordance with the specified requirements, have the necessary supporting documents and be submitted within the specified deadlines.

The defense of the final qualification work takes place at an open meeting of the Final Assessment Commission, in which everyone has the right to participate, without violating the defense procedures.

6/ STUDENT GUIDANCE / SYSTEM OF STUDENT SUPPORT, COURSE SELECTION

Bachelor's program in Social Inclusion and Human Development typically involves a comprehensive curriculum with a strong emphasis on understanding human behavior, social systems, and the challenges faced by individuals and communities. Student support often includes academic advising, professional development opportunities, and practical experiences like internships and field education placements. Course selection within these programs allows for specialization or a broad understanding of related fields such as social work, special education, or human services.

Course Selection within the program includes: core curriculum (foundational courses cover human behavior and social environment, social welfare policies, and social work practice); concentration areas (students have the option to delve deeper into two of four areas); field education (practical experience through placements due to the interests of students) and electives (specialized electives: students choose electives to explore specific areas of social inclusion and human development; free electives: students select courses from various disciplines to broaden their interdisciplinary understanding).



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7/ ECOSYSTEM

Administrative/Academic units supporting LAS program launching and implementation

Academic coordination

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Educational and Scientific Center for the Organization of the Educational Process - responsible for ensuring the planning and organization of the educational process, monitoring and analyzing its results in accordance with the requirements of higher education standards and Licensing Conditions for the Implementation of Educational Activities.

Educational and Scientific Center for the Quality of Education - responsible for ensuring the quality of educational services, professional development of NPP and PP, methodological and consulting support for licensing and accreditation procedures, implementation of the University's strategic goals to improve the quality of education in accordance with the requirements of the National Agency for the Quality Assurance of Higher Education (NAQAHE) and stakeholders, higher education standards and Licensing Conditions for the Implementation of Educational Activities. responsible for making changes to documents regulating educational activities under this type of programs.

Department of Special and Inclusive Education, manager of the program, is responsible for the academic coordination.

8/ SAMPLE STUDENT PATHWAY

Sample student pathway(s) can be found in Annex E

Appendix A Program Learning Outcomes (multidimensional)

METHODOLOGY

Unique strategy for “Backward Design”² model of developing the curriculum of interdisciplinary Liberal Arts / Liberal Arts and Sciences (LAS) programs was established during Workshop on LAS programs held at Adam Mickiewicz University in Poznań, Poland, on April 7–9, 2025.

Multifaceted definition of program learning outcomes (PLO) should be the intersection between institutional capacity, program mission, stakeholder expectations, national qualifications frameworks, and student aspirations. For interdisciplinary programs in particular, it is essential to ensure a balanced integration of elements from multiple domains of knowledge and their productive synthesis—something that is only possible through well-structured and methodologically coherent PLOs.

The curriculum design model established within the **LibArt_UA** project combines defining of program learning outcomes using various approaches and taxonomies:

- Bloom’s taxonomy³ - a straightforward and widely adopted model that clearly illustrates the hierarchy of cognitive outcomes, from memorization to knowledge creation. However, its capacity to capture metacompetencies—those that are central to LAS programs—is relatively limited. As a result, program developers have increasingly turned to alternative taxonomies that offer a broader scope of learning outcomes;
- “Significant learning” by L. Dee Fink⁴ - which emphasizes integrative thinking, the personal dimension of learning, and its transformative potential. Fink’s taxonomy moves away from hierarchical classifications and instead approaches learning as a holistic and complex activity—a view that aligns closely with the logic of interdisciplinary education. It reveals interconnections across different types of PLOs: from foundational knowledge to its practical application, from personal insight to comprehensive shifts in worldview. This approach enables the design of PLOs that integrate knowledge from various domains and focus on real-life contexts, societal relevance, and self-awareness. A key strength of Fink’s model, particularly in the context of Liberal Arts, lies in its emphasis on values, intrinsic motivation, and student engagement as the foundation for building individualized educational trajectories within highly flexible curricular structures;
- Leveraging institutional strategy / qualification requirements / soft skills (BISLA example of PLO planning) presented by Bratislava International School of Liberal Arts (BISLA). This model of planning PLO not only illustrates the role of the educational environment in shaping a program’s PLOs but also details the unique competencies that distinguish LAS programs, highlighting the continuity between their general and specialized components;

The final stage of developing PLO was to check its relevance to LAS educational model:

- o Interpersonal & Teamwork
- o Research & Inquiry
- o Interdisciplinary competences
- o Lifelong Learning & Personal Development
- o Global Citizenship / Societal Awareness
- o Inclusion and Diversity

The remark above on the current and expected correlation of the national standards by study field versus PLA should also be considered

² Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

³ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

⁴ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.



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LIST OF PLAs

PLO 1.	Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.
PLO 2.	Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.
PLO 3.	Design, implement, and evaluate social projects and interventions aimed at enhancing the well-being of individuals and communities.
PLO 4.	Assess the needs, resources, and strengths of individuals and groups at risk of exclusion and develop inclusive support strategies.
PLO 5.	Apply national and international legal frameworks to advocate for human rights and ensure access to services for vulnerable populations.
PLO 6.	Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.
PLO 7.	Demonstrate critical thinking and creativity in solving professional problems in dynamic and multicultural environments.
PLO 8.	Communicate effectively in Ukrainian and English in academic, professional, and intercultural settings using appropriate formats and terminology.
PLO 9.	Apply ethical principles and professional standards in interactions with individuals, groups, and partner organizations.
PLO 10.	Facilitate cooperation and inclusive dialogue across different professional and cultural communities.
PLO 11.	Use digital tools and technologies to manage information, coordinate projects, and engage with various target groups.
PLO 12.	Communicate the needs and interests of vulnerable groups through well-informed and purposeful use of communication channels in order to promote awareness and support social change.
PLO 13.	Work independently and collaboratively in multidisciplinary teams, planning and managing professional activities efficiently.
PLO 14.	Integrate knowledge of cognitive, emotional, social, biological and physical aspects of human development into professional practice.
PLO 15.	Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.
PLO 16.	Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.
PLO 17.	Provide expert consultations in the fields of inclusive policy, social support, and human development, taking into account psychological and physiological characteristics of individuals in specific social contexts.
PLO 18.	Create, manage, and evaluate professional information and communication content in line with the principles of effective social communication.
PLO 19.	Apply holistic approach in human development focused on the integration of biological, psychological, and social aspects to foster well-being and facilitate recovery.



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BISLA MODEL

General	<p><i>Common to all applicants at this level, regardless of the program</i></p> <ul style="list-style-type: none">● PLO 7. Demonstrate critical thinking and creativity in solving professional problems in dynamic and multicultural environments.● PLO 8. Communicate effectively in Ukrainian and English in academic, professional, and intercultural settings using appropriate formats and terminology.● PLO 11. Use digital tools and technologies to manage information, coordinate projects, and engage with various target groups.● PLO 13. Work independently and collaboratively in multidisciplinary teams, planning and managing professional activities efficiently.
Institutional	<p><i>Formed by the HEI environment as such; related to the mission and goals of the HEI</i></p> <ul style="list-style-type: none">● PLO 9. Apply ethical principles and professional standards in interactions with individuals, groups, and partner organizations.● PLO 10. Facilitate cooperation and inclusive dialogue across different professional and cultural communities.● PLO 15. Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.● PLO 16. Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.
Program-specific	<p><i>Specific to applicants of a specific program; shaped by the program as a whole LAS model related</i></p> <ul style="list-style-type: none">● PLO 1. Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.● PLO 2. Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.● PLO 5. Apply national and international legal frameworks to advocate for human rights and ensure access to services for vulnerable populations.● PLO 12. Communicate the needs and interests of vulnerable groups through well-informed and purposeful use of communication channels in order to promote awareness and support social change.● PLO 14. Integrate knowledge of cognitive, emotional, social, and physical aspects of human development into professional practice.● PLO 17. Provide expert consultations in the fields of inclusive policy, social support, and human development based on context-sensitive analysis.
Subject-specific	<ul style="list-style-type: none">● PLO 3. Design, implement, and evaluate social projects and interventions aimed at enhancing the well-being of individuals and communities.● PLO 4. Assess the needs, resources, and strengths of individuals and groups at risk of exclusion and develop inclusive support strategies.● PLO 6. Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.● PLO 18. Create, manage, and evaluate professional information and communication content in line with the principles of effective social



communication.

- **PLO 19.** Apply holistic approach in human development focused on the integration of biological, psychological, and social aspects to foster well-being and facilitate recovery.

Based on Bloom's Taxonomy		
Classification in the cognitive sphere Cognitive (Knowledge & Thinking Skills)	Classification in the emotional (affective) sphere Affective (Attitudes & Values)	Classification in the psychomotor sphere Psychomotor (Skills & Performance)
PLO 1. Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.	PLO 9. Apply ethical principles and professional standards in interactions with individuals, groups, and partner organizations.	PLO 3. Design, implement, and evaluate social projects and interventions aimed at enhancing the well-being of individuals and communities.
PLO 2. Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.	PLO 10. Facilitate cooperation and inclusive dialogue across different professional and cultural communities.	PLO 4. Assess the needs, resources, and strengths of individuals and groups at risk of exclusion and develop inclusive support strategies.
PLO 5. Apply national and international legal frameworks to advocate for human rights and ensure access to services for vulnerable populations.	PLO 15. Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.	PLO 8. Communicate effectively in Ukrainian and English in academic, professional, and intercultural settings using appropriate formats and terminology.
PLO 6. Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.	PLO 16. Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.	PLO 11. Use digital tools and technologies to manage information, coordinate projects, and engage with various target groups.
PLO 7. Demonstrate critical thinking and creativity in solving professional problems in dynamic and multicultural environments.	PLO 17. Provide expert consultations in the fields of inclusive policy, social support, and human development based on context-sensitive analysis.	PLO 12. Communicate the needs and interests of vulnerable groups through well-informed and purposeful use of communication channels in order to promote awareness and support social change.



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<p>PLO 14. Integrate knowledge of cognitive, emotional, social, and physical aspects of human development into professional practice.</p>	<p>PLO 19. Apply holistic approach in human development focused on the integration of biological, psychological, and social aspects to foster well-being and facilitate recovery.</p>	<p>PLO 13. Work independently and collaboratively in multidisciplinary teams, planning and managing professional activities efficiently.</p>
		<p>PLO 18. Create, manage, and evaluate professional information and communication content in line with the principles of effective social communication.</p>

Based on Fink's taxonomy of Meaningful Learning					
Basic knowledge: facts, terms, concepts <i>Foundational knowledge</i>	Application of knowledge: critical, practical, creative thinking <i>Application</i>	Knowledge integration: the ability to establish connections, similarities, interactions <i>Integration</i>	Human dimension: understanding oneself, interacting with others <i>Human Dimension</i>	Caring: value, behavioral, and worldview changes <i>Caring</i>	Learning ability: generation of new knowledge <i>Learning how to learn</i>
PLO 1. Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.	PLO 4. Assess the needs, resources, and strengths of individuals and groups at risk of exclusion and develop inclusive support strategies.	PLO 2. Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.	PLO 9. Apply ethical principles and professional standards in interactions with individuals, groups, and partner organizations.	PLO 15. Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.	PLO 16. Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.
PLO 5. Apply national and international legal frameworks to advocate for human rights and ensure access to services for vulnerable populations.	PLO 6. Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.	PLO 14. Integrate knowledge of cognitive, emotional, social, and physical aspects of human development into professional practice.	PLO 10. Facilitate cooperation and inclusive dialogue across different professional and cultural communities.	PLO 12. Communicate the needs and interests of vulnerable groups through well-informed and purposeful use of communication channels in order to promote awareness and support social change.	PLO 18. Create, manage, and evaluate professional information and communication content in line with the principles of effective social communication.
PLO 15. Apply the principles of sustainable development and social justice in the analysis and resolution of	PLO 7. Demonstrate critical thinking and creativity in solving professional problems in dynamic and multicultural environments.	PLO 17. Provide expert consultations in the fields of inclusive policy, social support, and human development based on	PLO 8. Communicate effectively in Ukrainian and English in academic, professional, and intercultural settings using appropriate formats and	PLO 3. Design, implement, and evaluate social projects and interventions aimed at enhancing the well-being of individuals and communities.	



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current social challenges.		context-sensitive analysis	terminology.		
	PLO 11. Use digital tools and technologies to manage information, coordinate projects, and engage with various target groups.			PLO 19. Apply holistic approach in human development focused on the integration of biological, psychological, and social aspects to foster well-being and facilitate recovery.	
	PLO 13. Work independently and collaboratively in multidisciplinary teams, planning and managing professional activities efficiently.				



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Specific competencies for LA / LAS programs	
Interpersonal & Teamwork	<ul style="list-style-type: none">● PLO 10. Facilitate cooperation and inclusive dialogue across different professional and cultural communities.● PLO 13. Work independently and collaboratively in multidisciplinary teams, planning and managing professional activities efficiently.
Research & Inquiry	<ul style="list-style-type: none">● PLO 1. Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.● PLO 6. Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.● PLO 7. Demonstrate critical thinking and creativity in solving professional problems in dynamic and multicultural environments.
Interdisciplinary competences	<ul style="list-style-type: none">● PLO 2. Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.● PLO 14. Integrate knowledge of cognitive, emotional, social, and physical aspects of human development into professional practice.● PLO 17. Provide expert consultations in the fields of inclusive policy, social support, and human development based on context-sensitive analysis.
Lifelong Learning & Personal Development	<ul style="list-style-type: none">● PLO 16. <i>Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.</i>
Global Citizenship / Societal Awareness	<ul style="list-style-type: none">● PLO 15. Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.
Inclusion and Diversity	<ul style="list-style-type: none">● PLO 4. Assess the needs, resources, and strengths of individuals and groups at risk of exclusion and develop inclusive support strategies.
Ethical Leadership	<ul style="list-style-type: none">● PLO 9. Apply ethical principles and professional standards in interactions with individuals, groups, and partner organizations.

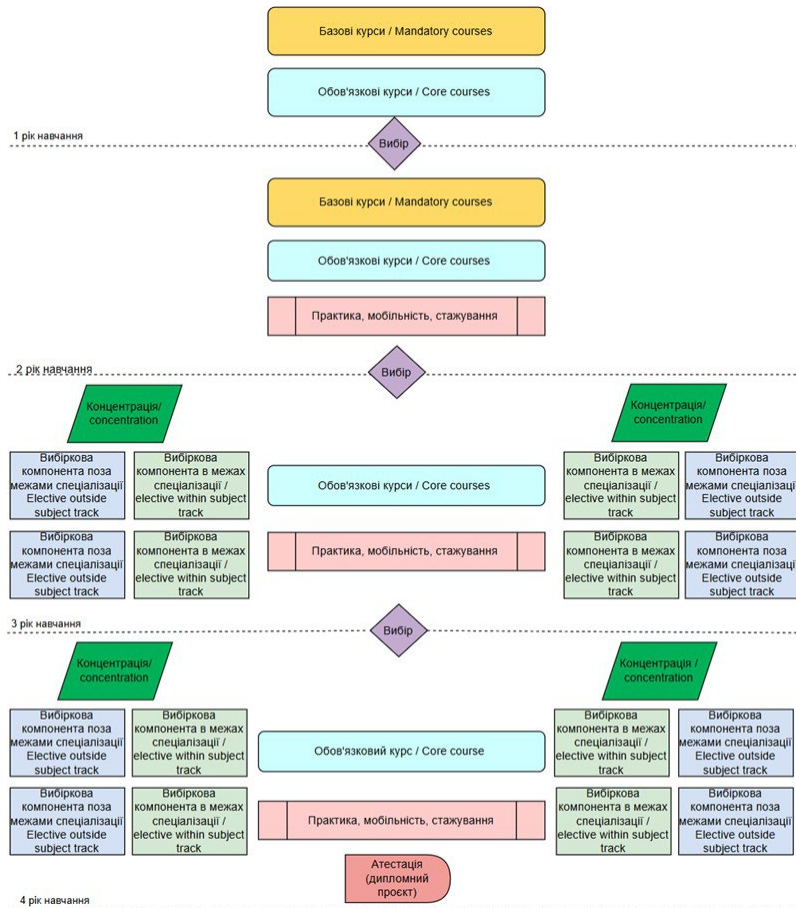


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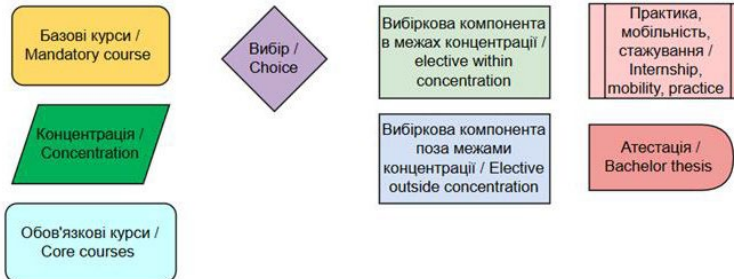


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Appendix B Visualization of the Program



ЛЕГЕНДА



Appendix C - Mandatory courses / vs list of program learning outcomes

<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECT S</i>	<i>Mandatory course description (one sentence)</i>
<i>History of Ukraine and National Culture</i>	<i>Developed</i>	4	The course examines key historical epochs of Ukraine in relation to the formation and expression of its national culture and identity.
<i>Ukrainian for Professional Purposes</i>	<i>Developed</i>	3	This course provides practice in using Ukrainian in professional settings, with attention to stylistic norms, documentation formats, and field-specific vocabulary.
<i>Economics</i>		4	Students gain a broad understanding of how economic forces shape society, influence policy, and impact everyday life.S
<i>Digital Technologies in Professional Activity</i>	<i>Developed</i>	3	This course introduces key digital tools and platforms used to support communication, collaboration, and productivity in professional settings.
<i>English Language Courses</i>	<i>Developed</i>	19	Develops general proficiency in English, focusing on grammar, vocabulary, and foundational language skills for everyday and academic use.
<i>English Communication Skills</i>	<i>To be developed</i>	14	Builds spoken and interpersonal communication skills through interactive tasks, presentations, and real-world scenarios.
<i>English for Academic Purposes</i>	<i>To be developed</i>	18	Prepares students for academic study in English by developing skills in reading, writing, listening, and academic discourse.
<i>Physical Training</i>		-	Enhances physical fitness, motor skills, and overall well-being through regular exercise, movement activities, and health-oriented practices.
Core courses			
<i>Social Inclusion and Human Development</i>	<i>To be developed</i>	4	Examines the factors that influence human development and explores strategies for promoting inclusion, equity, and social participation.
<i>Human Biology</i>	<i>Developed</i>	3	Introduces the structure and function of the human body, emphasizing systems relevant to behavior, health, and development.
<i>General Psychology</i>	<i>Developed</i>	3	Examines key psychological concepts and mechanisms underlying human behavior, mental processes, and emotional functioning across the lifespan.
<i>Foundations of Human Rights and Social Justice</i>	<i>To be developed</i>	3	Explores the core principles of human rights and social justice and their application in diverse social and political contexts
<i>Social policy in the context of social transformations</i>	<i>Developed</i>	4	Examines the goals, instruments, and impact of social policy in addressing contemporary societal challenges and promoting inclusion, equity, and well-being.
<i>A person in a society</i>	<i>Developed</i>	4	Investigates the relationship between individual identity and social structures,

			highlighting the role of culture, norms, and institutions.
<i>Psychophysiology</i>	Developed	3	Studies the interaction between physiological processes and psychological functions, focusing on the neural mechanisms underlying behavior and emotion.
<i>Theories of human development</i>	To be developed	8	Explores major theoretical models explaining physical, cognitive, emotional, and social development across the human lifespan.
<i>Human Development and Community Wellbeing</i>	To be developed	8	Analyzes how individual development is shaped by and contributes to community health, resilience, and social sustainability.
<i>Resource management and budgeting in the field of social development</i>	To be developed	8	Introduces practical tools for planning, allocating, and monitoring resources to support effective and accountable social development initiatives.
<i>Introductory Practicum</i>	To be developed	9	Provides supervised, field-based experience to apply theoretical knowledge and develop professional competencies in real-world settings.
<i>Research Design and Methods</i>	Developed	3	Introduces key principles of research, including research design, data collection, and analysis techniques.
<i>Neurodiversity: Inclusive Approaches and Practices</i>	To be developed	4	Examines inclusive frameworks and practical strategies for supporting neurodivergent individuals in educational, social, and professional settings.
<i>Social Project Management</i>	Developed	4	Develops competencies for planning, implementing, and evaluating social projects with a focus on community needs and impact.
<i>Universal Design Basics</i>	To be developed	4	Covers the core principles of universal design aimed at creating inclusive environments, services, and systems.
<i>Coursework</i>	To be developed	3	Involves independent academic work under supervision to develop skills in critical analysis, synthesis, and application of knowledge.
<i>Cap stone seminar</i>	To be developed	6	Guides students in synthesizing and applying knowledge from across the program to prepare for their professional project.
<i>Interpersonal Communication</i>	To be developed	3	Focuses on the dynamics of one-on-one and small-group communication, emphasizing listening, empathy, and conflict resolution.
<i>Intercultural Communication</i>	Developed	3	Explores communication practices across cultures, highlighting cultural awareness, adaptation, and respectful interaction.
<i>Bachelor thesis + Integrative seminar</i>	To be developed	10	Combines independent research with guided seminar sessions to support the development, writing, and presentation of the bachelor thesis.
<i>Field Internship</i>	To be developed	12	Provides hands-on experience in professional settings to apply academic knowledge, build competencies, and reflect on practice.

*Appendix D – List of elective courses
(by tracks/ clusters/ blocks/major, if relevant)*

Course title	ECTS
Cluster “SPECIALISED ELECTIVES”	Each course is 3 credit
<p><i>Media communications and events</i> <i>Strategy for sustainable development of the territory</i> <i>Imageology and PR technologies</i> <i>Brand management of administrative and territorial units</i> <i>Audio, video podcasts</i> <i>Editing audio and video content</i> WEB DESIGN <i>Advertising</i> <i>Public relations</i> <i>PR communications</i> <i>Issues of modern media</i> <i>Media content</i> <i>Digital technologies in analytical activities</i> <i>Artificial intelligence technologies</i> <i>Social network technologies</i> <i>Strategic analysis</i> <i>Strategic management methodology</i> <i>Conflictology</i> <i>Personality in urbanized society</i> <i>Man and mass media</i> <i>Globalization</i> <i>Theory of sustainable development</i> <i>The art of self-presentation</i> <i>Coaching technologies</i> <i>Culture of interethnic relations</i></p>	

<p><i>Culturological dimensions of mentality</i> <i>Social and everyday orientation</i> <i>Leadership and management in non-governmental organizations</i> <i>Social work in the non-governmental sector</i> <i>Motivational counseling</i> <i>Social innovations</i> <i>Social advocacy</i> <i>Psychology of small groups</i> <i>Psychology of family education</i> <i>Psychological and pedagogical prevention of deviant behavior</i> <i>Psychological support of children with functional limitations</i> <i>Psychological support of children with emotional disorders</i> <i>Psychology of self-awareness</i> <i>Psychology of conflict</i> <i>Psychology of influence</i> <i>Psychology of management</i> <i>Clinical psychology</i> <i>Emergency psychological assistance</i></p>	
<p>Cluster “FREE ELECTIVES”</p>	
<p>The catalog of free electives is formed every year by University https://tnpu.edu.ua/navchannya/dvstsypliny/bakalavr/2025_2026/kalaloh_zah.pdf</p>	



Appendix E Sample of Student Pathway

Student A selected track ...his/her list of courses /activities ...

	Mandatory Courses	Core courses	Certificate program	Electives
Year 1	<p>1 semester <i>History of Ukraine and National Culture (4 credits), Ukrainian for Professional Purposes (3 credits) English Language Courses (9 credits) Physical Training (no credits)</i></p> <p>2 semester <i>Digital Technologies in Professional Activity (3 credits), English Language Courses (10 credits) Physical Training (no credits)</i></p>	<p>1 semester <i>Social Inclusion and Human Development (4 credits) Human Biology (3credits) General Psychology (3 credits) A person in a society (4 credits)</i></p> <p>2 semester <i>Foundations of Human Rights and Social Justice (3 credits) Social policy in the context of social transformations (4 credits) Psychophysiology (3 credits) Theories of human development (4 credits) Teaching practice (non-governmental sector) (3 credits)</i></p>		
Year 2	<p>1 semester <i>English Communication Skills (7 credits) English for Academic Purposes (7 credits) Economics (4 credits)</i></p>	<p>1 semester <i>Human Development and Community Wellbeing (4 credits) Theories of human development (4 credits)</i></p>		



	<p><i>Physical Training (no credits)</i></p> <p>2 semester <i>English Communication Skills (7 credits)</i> <i>English for Academic Purposes (9 credits)</i> <i>Human Development and Community Wellbeing (4 credits)</i> <i>Physical Training (no credits)</i></p>	<p><i>Teaching practice (public sector) (3 credits)</i></p> <p>2 semester <i>Human Development and Community Wellbeing (4 credits)</i> <i>Resource management and budgeting in the field of social development (4 credits)</i> <i>Teaching practice (state sector) (3 credits)</i></p>		
Year 3	-	<p>1 semester <i>Research Design and Methods (3 credits)</i> <i>Neurodiversity: Inclusive Approaches and Practices (4 credits)</i> <i>Social Project Management (4 credits)</i></p> <p>2 semester <i>Universal Design Basics (4 credits)</i> <i>Coursework (3 credits)</i> <i>Cap stone seminar (3 credits)</i></p>	<p>1 semester+2 semester</p> <p>1) Veteran services certificate program (4 courses per 5 credits each +Practice (6 credits))</p> <p>Or</p> <p>2) Certificate Program in Early Intervention (4 courses per 5 credits each +Practice (6 credits))</p>	<p><i>Electives from the list:</i></p> <p>1 semester 2 courses per 3 credits each</p> <p>2 semester 1 course per 3 credits each</p>
Year a	-	<p>1 semester <i>Interpersonal Communication (3 credits)</i></p>	<p>1 semester+2 semester</p>	<p><i>Electives from the list</i></p>



<p>r 4</p>		<p><i>Bachelor thesis + Integrative seminar (5 credits)</i></p> <p><i>2 semester</i></p> <p><i>Cap stone seminar (6 credits)</i></p> <p><i>Intercultural Communication (3 credits)</i></p> <p><i>Practice (6 credits)</i></p> <p><i>Bachelor thesis + Integrative seminar (5 credits)</i></p>	<p>3) Certificate Program in Cognitive and Developmental Disabilities (4 courses per 5 credits each +Practice (6 credits)</p> <p>Or</p> <p>4) Youth Policy, Participation, and Leadership (4 courses per 5 credits each +Practice (6 credits)</p>	<p><i>1 semester</i></p> <p>4 courses per 3 credits each</p> <p><i>2 semester</i></p> <p>1 course per 3 credits each</p>
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**Izmail State University of Humanities
(ISUH)**

General information	
Full name of the HEI and structure unit on the basis of which the program is implemented	Izmail State University of Humanities Faculty of Management, Administration and Information Activities
Degree of higher education and title of qualification	Higher education degree: Bachelor Program subject areas: Business and administration Specialization: Organizational leadership and strategic communications
Official name of the bachelor's program	Business and Administration: Liberal Arts
Type of diploma and scope of the educational program	Single, 240 ECTS
Cycle/level	First level of higher education NRQ 6
Language(s) of instruction	<i>Ukrainian (core and elective courses), English (one of the educational tracks of specialization)</i>
Program fields of study, standards & competencies	
Field(s) of study of the program (2-5, in case of interdisciplinary program)	<i>D3 Management D5 Marketing D7 Trade</i>
Current national standards by field of study and level	<i>073 Management (https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/12/21/073-Menedzhment.bakal.06.04.22.pdf) 075 Marketing (https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/12/21/075-marketing-bakalavr-1.pdf) 076 Entrepreneurship and Trade (https://mon.gov.ua/storage/app/sites/1/vishcha-osvita/zatverdzeni%20standarty/2024/05.07.2024/076-Pidpryemnytstvo.ta.torhivlya-baklavr-963.vid.05.07.2024.pdf)</i>
Integral competence	The ability to solve complex specialized tasks and practical problems, characterized by complexity and uncertainty of conditions, in the field of business and administration based on the integration of professional knowledge and skills with humanitarian reflection, critical thinking, ethical approach and communicative interaction.



General Competences (GC)	<p>GC1. The ability to exercise one's rights and responsibilities as a member of society, to be aware of the values of civil (democratic) society and the need for its sustainability, the rule of law, and the rights and freedoms of a man and a citizen in Ukraine.</p> <p>GC2. The ability to preserve and increase moral, cultural, and scientific values and to expand the achievements of society based on an understanding of the history and patterns of development of the subject area.</p> <p>GC3. Ability to comprehend the subject area interdisciplinary, understand its role in forming a holistic view of man, nature, and society.</p> <p>GC4. Ability to abstract thinking, analysis, synthesis.</p> <p>GC5. Ability to apply knowledge in practical situations.</p> <p>GC6. Ability to search, process and analyze information from various sources, skills in using information and communication technologies.</p> <p>GC7. Ability to communicate academically and professionally in the state and foreign (English) languages, both orally and in writing.</p> <p>GC8. Ability to learn and acquire modern knowledge, conduct research at the appropriate level.</p> <p>GC9. Ability to generate new ideas (creativity), show initiative and entrepreneurship.</p> <p>GC10. Ability to work in a team and demonstrate leadership qualities.</p> <p>GC11. Ability to adapt and act in a new situation.</p> <p>GC12. The ability to act responsibly and consciously based on ethical considerations (motives).</p> <p>GC13. Ability to work in an international context, appreciate and respect diversity and multiculturalism.</p> <p>GC14. Commitment to environmental conservation.</p> <p>GC15. Ability to make decisions and act, adhering to the principle of inadmissibility of corruption and any other manifestations of dishonesty.</p> <p>GC16. Ability to use different types and forms of physical activity for active recreation and leading a healthy lifestyle.</p>
Specialized professional competencies (PC)	<p>Professional competencies for the field of "Business and Administration"</p> <p>PC1. The ability to critically analyze and summarize the provisions of the subject area of modern management, marketing, and trade.</p> <p>PC2. The ability to analyze the performance of the organization, compare them with the factors influencing the external and internal environment.</p> <p>PC3. Ability to use theoretical principles of management, marketing, and trade to interpret and predict phenomena and processes in the organization's environment.</p> <p>PC4. Ability to select and use modern subject area tools in the field of business and administration.</p> <p>PC5. Ability to analyze and structure organizational problems, and make informed decisions.</p> <p>PC6. Ability to identify and perform professional tasks in organizing the activities of business and trading structures.</p> <p>PC7. Ability to apply various research methods and tools to obtain relevant information necessary for the formation of development strategies and optimization of business processes.</p>



	<p>PC8. Ability to business planning, assessing market conditions and performance, taking into account risks.</p> <p>PC9. Ability to plan organizational activities and manage time.</p> <p>Professional competencies for the specialization “Organizational Leadership and Strategic Communications”</p> <p>PC10. Ability to analyze modern leadership concepts and evaluate their effectiveness in conditions of organizational complexity and social transformations.</p> <p>PC11. Ability to design effective communication models within the organization and with the external environment based on the principles of transparency, dialogue, and ethical responsibility.</p> <p>PC12. Ability to apply strategic communications tools to resolve crisis situations, conduct negotiations, and build partnerships.</p> <p>PC13. Ability to initiate change in organizations by engaging employees in transformation processes through communicative leadership and common vision.</p> <p>PC14. Ability to effectively use integrated marketing communications tools and channels for brand building, reputation management, and stakeholder engagement.</p> <p>PC15. Ability to evaluate the work performed, ensure its quality, and motivate the organization’s staff.</p> <p>PC16. Understand the principles and norms of law and use them in professional activities.</p> <p>PC17. Understand the principles of psychology and use them in professional activities.</p> <p>PC18. The ability to manage an organization and its units through the implementation of management functions, integrating strategic vision, ethical leadership, and communicative interaction.</p>
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1/ PROFILE

Objectives of the program

The aim of the educational program is to train specialists capable of comprehensively solving complex specialized tasks in the field of business and administration, in particular in the fields of management, marketing, trade, organizational leadership and strategic communications. The training is carried out on the basis of an interdisciplinary approach typical for the Liberal Arts model, which is based on value-oriented thinking, deep humanitarian reflection and developed communication skills and provides a critical understanding of the relationships between business, culture and society and contributes to making socially responsible decisions.

Program orientation: educational and professional program that provides interdisciplinary training of a specialist in a field of knowledge (interdisciplinary field-specific program) with a flexible individual educational trajectory, which allows for further transfer to other educational programs in a specific specialty or continuation of studies in this educational program by the specialization “Organizational Leadership and Strategic Communications”.

The program focuses on the integration of interdisciplinary approaches in the field of business and administration, with an emphasis on training modern leaders with universal communication skills, understanding of the multidimensional nature of organizational and social processes, the ability to adapt in conditions of uncertainty, initiate change, make socially responsible decisions and act on the basis of humanistic principles. Particular attention is paid to the formation of a broad worldview, interdisciplinary thinking, ethical reflection and value orientation, the development of critical thinking, digital skills, communicative competence, as well as the ability to combine strategic vision with empathy, creativity and inclusiveness.

Graduate profile

The graduate profile includes the ability to think strategically, manage organizational complexity, communicate effectively, work in a multicultural environment, and initiate socially significant changes. Graduates possess the tools of management, marketing, HR, strategic communications, and are also able to integrate this knowledge in the field of public and business leadership. The program creates conditions for self-discovery, the formation of a conscious civic position, flexible leadership, and an analytical approach to complex social and economic processes. Its graduates are agents of change, capable of professional realization in business, the public sector, international organizations, as well as further academic growth.

Unique features

- interdisciplinary structure based on the Liberal Arts model;
- emphasis on value-based leadership, sustainability and inclusion;
- module clusters of elective courses in the following areas: “Regional Studies and Cross-Cultural Management”; “Management and Humanities”; “Innovative Marketing and Strategic Leadership”;
- enhanced English component (elements of bilingualism, English-speaking selective clusters);
- multimodal learning: case methods, simulations, debates, micro-projects, practices, volunteering;
- individual educational trajectories and mentoring support;
- development of critical thinking and ethical reflection as a cross-cutting competence.

Keywords: business administration, strategic communications, organizational leadership, interdisciplinarity, humanitarian perspective, sustainability, ethical management, critical thinking, social responsibility, communicative interaction, innovation, global competence, inclusivity, student-centered learning, individual educational trajectories.



2/ PROGRAM LEARNING OUTCOMES

The learning outcomes of the educational program are formulated taking into account a multi-dimensional approach that integrates general, institutional, program-specific, and subject-specific components. They reflect a strategic focus on developing the student's personality as a specialist, citizen and agent of social change.

General learning outcomes (PLO1–PLO8) include the development of critical thinking, communication, self-organization, teamwork, stress resilience, and a value-based attitude towards nature, society, and law. Students are able to analyze information, make decisions, work in a team, and adapt to change.

The institutional component (PLO9–PLO12) promotes the development of ethical awareness, civic engagement, interdisciplinary thinking, and engagement in local and global initiatives. Students act responsibly, uphold academic integrity and demonstrate leadership skills.

Program-specific outcomes (PLO13–PLO22) cover professional knowledge in the fields of management, marketing, communications and human resources. Students are able to analyze markets, make informed management decisions, and apply modern tools in conditions of uncertainty.

Subject-specific outcomes (PLO23–PLO33) relate to strategic communications, brand management, crisis management, organizational leadership, and partnership building. Emphasis is placed on the ability to initiate change, build trusting relationships, and realize a common vision.

According to Bloom's taxonomy, the outcomes cover the cognitive (analytical thinking), affective (value orientations of inclusion, ethics, responsibility) and psychomotor (practical actions, interaction, management) spheres.

According to Fink's taxonomy, the outcomes include the acquisition of basic knowledge, its integration and application, the formation of interpersonal skills, empathy, self-reflection, and motivation for self-learning. This provides the graduate with deep professional training and a broad humanitarian perspective in a complex social context.

REFERENCE: Appendix A Program Learning Outcomes (multidimensional) with unified introduction

3/ CURRICULUM OVERVIEW

Elements of Curriculum

The curriculum has a logical structure that allows for the implementation of the Liberal Arts model and meets the academic requirements for interdisciplinary (field-specific) programs. It includes a number of interrelated components: mandatory and elective courses, practical training (volunteering and practical training), individual interdisciplinary project work, as well as writing and public defense of a bachelor thesis. The mandatory component accounts for 177 ECTS credits (73%), while the elective component is 63 ECTS credits (27%).

Types of courses

The mandatory component includes three main types of courses, each one playing a key role in implementing the Liberal Arts model: core courses that form the core of the program and form the basic values of the Liberal Arts model; mandatory courses within the field of knowledge "Business and Administration"; mandatory courses within the specialization "Organizational Leadership and Strategic Communications". The elective component is aimed at individualizing the educational trajectory and includes a wide range of courses, basic military training, and elective courses grouped into thematic clusters.

Interconnection of categories/clusters or blocks

The program aims to create a flexible and individualized educational trajectory that allows each student to form their own academic and professional strategy, based on personal interests, values, and goals. During the first and second years of study, students master interdisciplinary courses that form the



basis of critical thinking, analytical skills, and cross-disciplinary awareness. These courses help students consciously identify their own interests and professional orientations within the field of business and administration. In the third and fourth years of study, specialized training is deepened, maintaining an interdisciplinary approach, integrating management, leadership, and communication aspects. In addition, students can choose one of several educational clusters that either present the opportunities for professional growth or strengthen the humanitarian component, which corresponds to the Liberal Arts model.

Students' pathway (description)

The program lasts four academic years and provides several options for developing an individual educational trajectory. After completing the second year of study, the applicant has the opportunity to transfer from the interdisciplinary field-specific program to one of the other educational programs majoring in “Management”, “Marketing” or “Trade”. If the student continues his studies on this program, he/she acquires an in-depth interdisciplinary specialization. The individual educational trajectory is enhanced by selecting courses from a wide list (7 courses of 4 credits each; electronic registration for these courses is carried out in the 1st and 2nd years of study) and one of the educational clusters (8 courses of 4 ECTS credits each; selection takes place in the 2nd year of study).

REFERENCE: Appendix B Visualization of the Program

4/ EDUCATIONAL CONTENT

Types of mandatory courses

- Core Courses ensure the achievement of general and institutional learning outcomes (PLO1–PLO12) and are focused on students' interdisciplinary training, the formation of critical thinking, communication and digital skills, a value-based worldview, a holistic view of human personhood, nature and society, and a critical understanding of the relationships between social processes, the environment and the challenges of sustainable human development.
- Mandatory Courses within the Field of Knowledge ensure the achievement of program-specific learning outcomes (PLO13–PLO22) in accordance with higher education standards on specialties within the field of business and administration (Management, Trade, Marketing).
- Mandatory Courses within the Specialization ensure the achievement of subject-specific learning outcomes (PLO23–PLO33) and are aimed at developing professional competencies in the field of organizational leadership and strategic communications.

Types of elective courses

- Elective Courses from Extended List involve an electronic registration process from over 300 courses offered in an extensive list for bachelor students within the university (<http://idgu.edu.ua/vybir-disc>); the university's regulatory framework also permits the selection of courses from other educational programs, levels of education, or educational institutions.
- Basic Military Training Course provides students with basic knowledge and skills in national security and defense; It is mandatory for certain categories of individuals defined by national legislation, and elective for others.
- Elective Courses from Cluster form logically coherent thematic blocks that reflect the integration of professional competencies with the basic values of the Liberal Arts model. Clusters are implemented in different contexts: regional (“Regional Studies and Cross-Cultural Management”), humanitarian (“Management and Humanities”) and marketing (“Innovative Marketing and Strategic Leadership”).

*REFERENCE: Appendix C - List of mandatory courses / vs list of program learning outcomes
Appendix D – List of elective courses*



5/ FINAL ASSESSMENT AND QUALIFICATION

Bachelor's thesis is a comprehensive scientific and applied research that integrates current management issues with the principles of organizational leadership and strategic communications. It is implemented in the field of "Business and Administration" and fully represents the Liberal Arts concept, which requires the student to have a deep interdisciplinary synthesis of knowledge from relevant scientific paradigms and the development of systemic critical thinking.

The main goal of the work is to demonstrate the student's ability to independently form a scientific hypothesis, substantiate theoretical and methodological principles, conduct empirical verification and develop ethically balanced and socially responsible management decisions. The research content covers the analysis of complex aspects of the functioning of modern organizations, including strategic planning, effective marketing, innovative entrepreneurship, etc. and the formation of leadership qualities in a broad social, ethical and cultural context.

Certification of higher education students takes place in the form of a public defense of a qualification thesis. This allows students to demonstrate the level of formation of the student's necessary general and professional competencies, readiness for independent activity in a dynamic business environment and the choice of a further academic trajectory.

6/ STUDENT GUIDANCE / SYSTEM OF STUDENT SUPPORT, COURSE SELECTION

Students receive comprehensive didactic and academic support from both administrative and teaching staff. This support includes a full range of administrative assistance through the mentoring system and the Dean's Office, as well as support from student self-government bodies.

During the first month of the semester, first-year students participate in an intensive orientation program. The purpose of this program is to prepare them for academic life at the ISUH and to introduce them to the teaching staff. Students receive key information about the educational process at the university, specific features of their studies, and adherence to the principles of academic integrity. In addition, at this stage, students are assigned mentors from the academic staff, who will further advise them on all issues related to academic development and student life.

Students maintain contact with their mentor mainly through personal meetings and remote means of communication (e-mail, messengers, etc.). These consultations are devoted to planning an individual educational trajectory, organizing studies, registration procedures for elective courses, discussing the student's progress and overall academic development, as well as participation in academic mobility programs. Special attention is paid to finding relevant opportunities for further education, personal and professional growth. It is planned to introduce a peer mentoring component, which will involve support for first-year students by graduating students.

At ISUH, higher education students are provided with comprehensive information support during the study of disciplines, which includes explanations regarding course specifics, forms of control, assessment system and criteria, electronic resources and communication opportunities. Throughout their studies, students have the opportunity to receive individual consultations.

To support mental health, there is a socio-psychological service, which provides individual and group consultations, as well as seminars and training sessions aimed at developing students' psychological resilience. Inclusive support is implemented by creating a barrier-free educational environment with the option for blended learning based on distance learning technologies.



7/ ECOSYSTEM

The ISUH is a close-knit academic community that unites academic staff and students. This feature allows the use of the extensive resources of the entire university to ensure quality education. Teaching is distributed between the academic staff of the departments of the Faculty of Management, Administration and Information Activities and teaching staff from other university departments. This distribution ensures that the Liberal Arts pedagogy is deeply integrated into the organizational structure, while the program simultaneously benefits from the specific expertise across the entire university.

The faculty actively encourages students to participate in a variety of activities, from academic discussion groups to informal meetings. This fosters both the development of academic and strong social ties within the student community.

Furthermore, students are encouraged to consider time outside the classroom sessions (lectures and seminars) as an integral part of the learning process. This period is dedicated to independent research, in-depth reading, reflection and active discussion. Such an approach is key to the formation of critical thinking, achieving academic maturity and comprehensive personal development.

The educational program is characterized by interdisciplinarity and an emphasis on classroom lessons in small groups. It ensures an optimal balance between profound theoretical knowledge and the development of practical skills.

The program involves the use of modern interactive teaching methods. Thus, a significant part of the educational process is organized in the format of interactive lectures, seminars, training sessions, case-study discussions, etc. This approach provides students with ample opportunities for active participation in the educational process, contributing to the development of critical thinking, analytical abilities, and a wide range of soft skills essential for successful professional activity and personal growth.

To support students who, for objective reasons, cannot attend classes, distance learning platforms are used, hosting educational content for the courses.

In accordance with the principles of student-centered education, the program provides students with a certain degree of academic freedom in shaping their individual educational trajectory (selection of courses and clusters, practical training bases, project research topics, etc.). This approach makes it possible to fully adapt the learning process to students' personal interests and career goals.

Despite its considerable flexibility, the program includes a number of key requirements, the fulfilment of which is mandatory for successful completion of studies and obtaining an educational degree. These fundamental requirements ensure the integrity of the educational process and guarantee that students acquire the necessary basic knowledge and competencies.

8/ SAMPLE STUDENT PATHWAY

Sample student pathway(s) can be found in Annex E

Appendix A Program Learning Outcomes (multidimensional)

METHODOLOGY

Unique strategy for “Backward Design”¹ model of developing the curriculum of interdisciplinary Liberal Arts / Liberal Arts and Sciences (LAS) programs was established during Workshop on LAS programs held at Adam Mickiewicz University in Poznań, Poland, on April 7–9, 2025.

Multifaceted definition of program learning outcomes (PLO) should be the intersection between institutional capacity, program mission, stakeholder expectations, national qualifications frameworks, and student aspirations. For interdisciplinary programs in particular, it is essential to ensure a balanced integration of elements from multiple domains of knowledge and their productive synthesis—something that is only possible through well-structured and methodologically coherent PLOs.

The curriculum design model established within the **LibArt_UA** project combines defining of program learning outcomes using various approaches and taxonomies:

- Bloom's taxonomy² - a straightforward and widely adopted model that clearly illustrates the hierarchy of cognitive outcomes, from memorization to knowledge creation. However, its capacity to capture metacompetencies—those that are central to LAS programs—is relatively limited. As a result, program developers have increasingly turned to alternative taxonomies that offer a broader scope of learning outcomes;
- "Significant learning" by L. Dee Fink³ - which emphasizes integrative thinking, the personal dimension of learning, and its transformative potential. Fink's taxonomy moves away from hierarchical classifications and instead approaches learning as a holistic and complex activity—a view that aligns closely with the logic of interdisciplinary education. It reveals interconnections across different types of PLOs: from foundational knowledge to its practical application, from personal insight to comprehensive shifts in worldview. This approach enables the design of PLOs that integrate knowledge from various domains and focus on real-life contexts, societal relevance, and self-awareness. A key strength of Fink's model, particularly in the context of Liberal Arts, lies in its emphasis on values, intrinsic motivation, and student engagement as the foundation for building individualized educational trajectories within highly flexible curricular structures;
- Leveraging institutional strategy / qualification requirements / soft skills (BISLA example of PLO planning) presented by Bratislava International School of Liberal Arts (BISLA). This model of PLO planning not only illustrates the role of the educational environment in shaping a program's PLOs but also details the unique competencies that distinguish LAS programs, highlighting the continuity between their general and specialized components;

The final stage of developing PLO was to check its relevance to the LAS educational model:

- o Interpersonal & Teamwork
- o Research & Inquiry
- o Interdisciplinary competencies
- o Lifelong Learning & Personal Development
- o Global Citizenship / Societal Awareness
- o Inclusion and Diversity

The remark above on the current and expected correlation of the national standards by study field versus PLO should also be considered

¹ Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

² Anderson, LW, & Krathwohl, DR (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

³ Fink, LD (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.



LIST OF PLOs

PLO1	Demonstrate critical thinking skills, critically evaluate and apply diverse sources of information in professional practice, and integrate diverse perspectives to solve complex problems.
PLO2	Possess a foreign language proficiency at level B2 (according to CEFR).
PLO3	Manage time and resources, enabling the planning, organization, and successful implementation of individual and group projects.
PLO4	Demonstrate communication, leadership, and teamwork skills.
PLO5	Identify the causes of stress, adapt oneself and team members to high-pressure situations, define strategies for mitigating stress, prioritize the psychological well-being of the team, as well as one's own physical and mental health.
PLO6	Demonstrate independent work skills, flexible thinking, openness to lifelong learning, be critical and self-critical.
PLO7	Understand the role of the subject area in forming a holistic view of man, nature, and society, critically reflecting on its impact on social processes, the environment, and the sustainable human development.
PLO8	Take responsibility for the moral, cultural, and scientific values and achievements of society, and be aware of the values of civil society and the rule of law.
PLO9	Express the values of tolerance, inclusion, and respect for cultural and social diversity in both academic and social contexts.
PLO10	Integrate management and humanitarian approaches to initiate changes in local communities, taking into account the potential for cross-border interaction.
PLO11	Act socially responsible and socially conscious based on ethical considerations (motives), including adherence to academic integrity.
PLO12	Conduct interdisciplinary research that contributes to sustainability and focuses on socially significant changes, working either independently or as part of a team led by a supervisor.
PLO13	Understand key concepts, theories and approaches in the field of management, marketing and trade, forming well-grounded position taking into account the interdisciplinary context.
PLO14	Interpret performance of the organization considering the influence of social, economic, political, legal and ethical factors of the external and internal environment.
PLA15	Apply systems thinking and theoretical knowledge to analyze, evaluate, and predict consumer behavior patterns, market trends and organizational processes.
PLO16	Possess modern tools of the subject area in the field of business and administration, be able to effectively select and apply appropriate methods in conditions of uncertainty.
PLO17	Identify problem situations in organizations, analyzing them in terms of ethical dilemmas, psychological factors, cultural characteristics, and external environmental influence.
PLO18	Apply analytical and logical-critical approaches to problem solving, combining quantitative and qualitative methods to assess management situations and make informed decisions.
PLO19	Define professional tasks, organize the process for their achievement, apply relevant knowledge in changing conditions and practical situations.



PLO20	Use general scientific, interdisciplinary and special research methods to collect data necessary for making decisions regarding business development and improvement.
PLO21	Demonstrate skills in planning the organization's activities, assess market conditions and the results of the enterprise, taking into account risks and the social context.
PLO22	Use psychological approaches to HR management with resilience development practices, methods and tools to increase motivation and mental balance.
PLO23	Be aware of and understand modern leadership concepts, critically evaluate their feasibility and effectiveness in conditions of organizational complexity and social transformations.
PLO24	Carry out effective oral and written communications in the state and foreign languages, using modern communication management tools and considering social and cultural context.
PLO25	Design and justify the choice of an organizational communication model based on transparency, dialogue, and ethical responsibility.
PLO26	Possess skills in using strategic communication tools for crisis management, effective negotiation, and forming partnership interaction based on trust, ethics, and common vision.
PLO27	Initiate changes in organizations using communicative leadership, the ability to inspire a shared vision, and engage the team in transformations.
PLO28	Use tools and channels of integrated marketing communication for brand building, reputation maintenance, and effective interaction with stakeholders.
PLO29	Demonstrate skills in developing leadership strategies in conditions of uncertainty, demonstrating flexibility of thinking and the ability for system analysis.
PLO30	Apply innovative approaches in organizational management to ensure competitiveness and leadership positions.
PLO31	Possess skills in managing an organization and its units, combining planning, organization, motivation, and control with the principles of humanistic leadership and social responsibility.
PLO32	Possess skills of systematic and comprehensive analysis of market situations, developing marketing solutions in a changing environment and conditions of uncertainty.
PLO33	Apply strategic communication tools and value-based leadership to create effective interaction with target audiences and form long-term partnerships.



BISLA MODEL

General	<i>Common to all applicants at this level, regardless of the program</i> <ul style="list-style-type: none"> • PLO1; PLO2; PLO3; PLO4; PLO5; PLO6; PLO7; PLO8
Institutional	<i>Formed by the HEI environment as such; related to the mission and goals of the HEI</i> <ul style="list-style-type: none"> • PLO9; PLO10; PLO11; PLO12
Program-specific	<i>Specific to applicants of a specific program; shaped by the program as a whole LAS model related</i> <ul style="list-style-type: none"> • PLO13; PLO14; PLO15; PLO16; PLO17; PLO18; PLO19; PLO20; PLO21; PLO22
Subject-specific	<ul style="list-style-type: none"> • PLO23; PLO24; PLO25; PLO26; PLO27; PLO28; PLO29; PLO30; PLO31; PLO32; PLO33

Based on Bloom's Taxonomy

Classification in the cognitive sphere Cognitive (Knowledge & Thinking Skills)	Classification in the emotional (affective) sphere Affective (Attitudes & Values)	Classification in the psychomotor sphere Psychomotor (Skills & Performance)
PLO1	PLO7	PLO3
PLO2	PLO8	PLO4
PLO13	PLO9	PLO5
PLO14	PLO11	PLO6
PLO15	PLO17	PLO10
PLO18	PLO22	PLO12
PLO19	PLO25	PLO16
PLO21	PLO26	PLO20
PLO23	PLO27	PLO24
PLO28	PLO31	PLO33
PLO29		
PLO30		
PLO32		

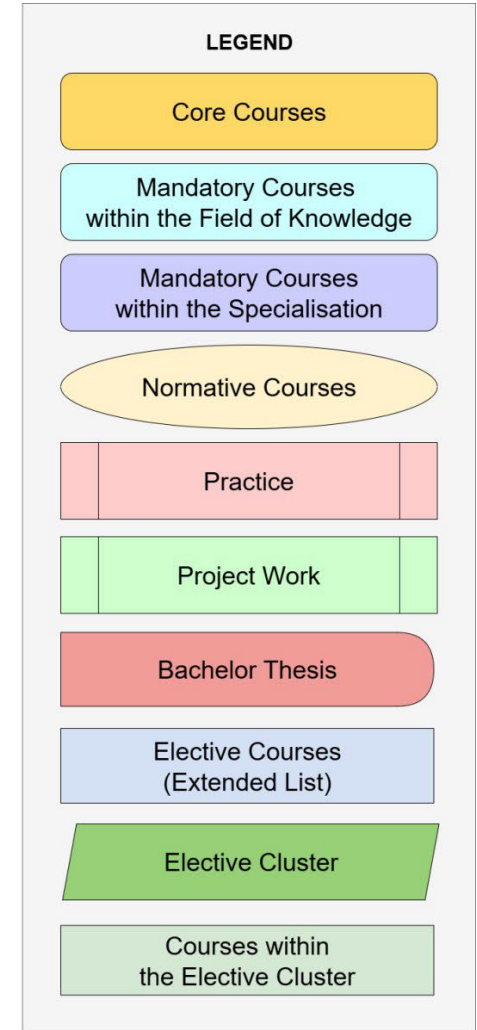
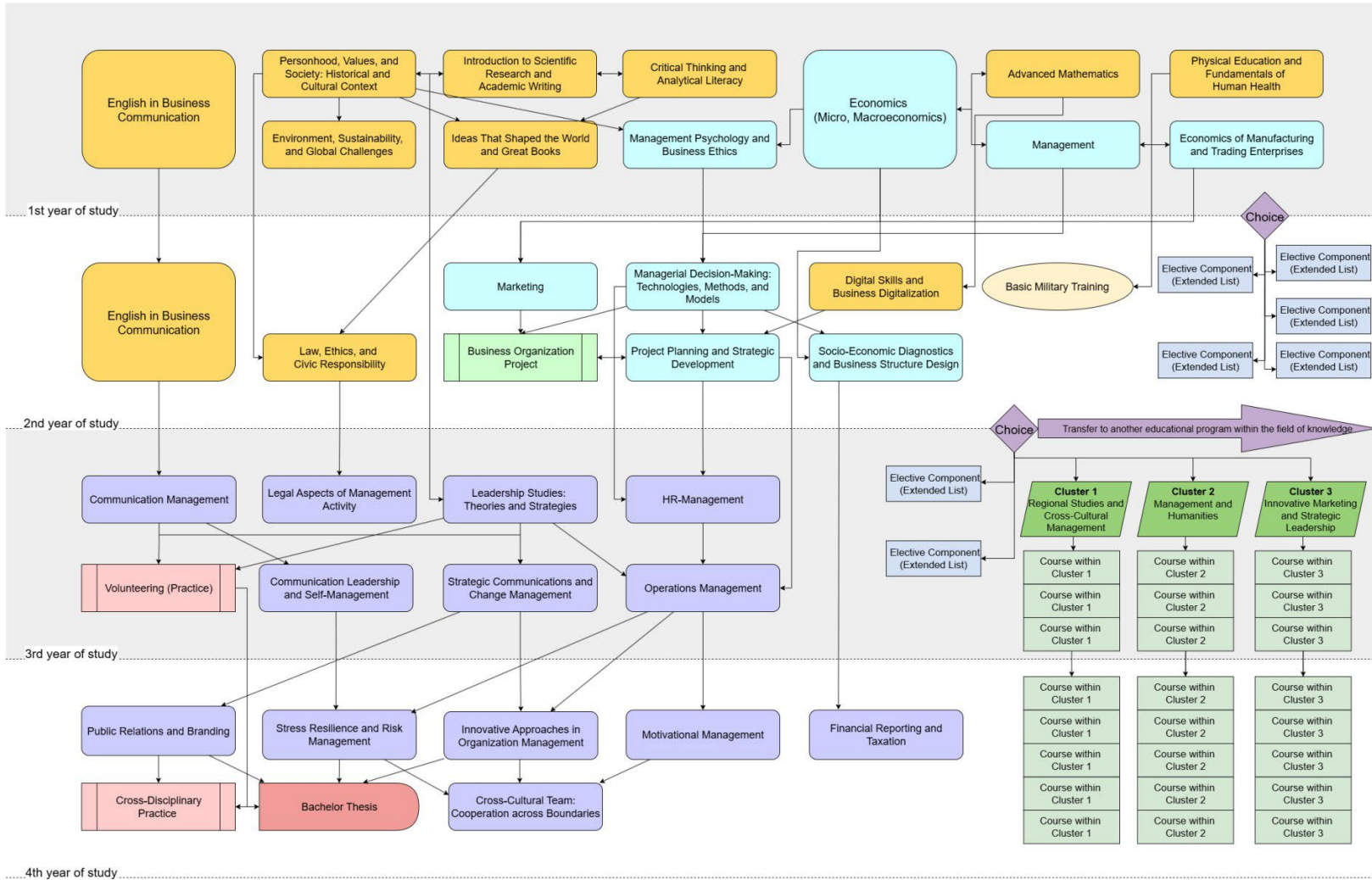


Based on Fink's taxonomy of Meaningful Learning					
Basic knowledge: facts, terms, concepts <i>Foundational knowledge</i>	Application of knowledge: critical, practical, creative thinking <i>Application</i>	Knowledge integration: the ability to establish connections, similarities, interactions <i>Integration</i>	Human dimension: understanding oneself, interacting with others <i>Human Dimension</i>	Caring: value, behavioral, and worldview changes <i>Caring</i>	Learning ability: generation of new knowledge <i>Learning how to learn</i>
PLO2	PLO1	PLO10	PLO4	PLO5	PLO3
PLO7	PLO15	PLO12	PLO24	PLO8	PLO6
PLO13	PLO16	PLO14	PLO25	PLO9	
PLO23	PLO18	PLO28	PLO26	PLO11	
	PLO19		PLO27	PLO17	
	PLO20		PLO33	PLO22	
	PLO21				
	PLO29				
	PLO30				
	PLO31				
	PLO32				

Specific competencies for LA / LAS programs	
Interpersonal & Teamwork	<ul style="list-style-type: none"> • PLO4; PLO5
Research & Inquiry	<ul style="list-style-type: none"> • PLO12; PLO20
Interdisciplinary competencies	<ul style="list-style-type: none"> • PLO10; PLO12
Lifelong Learning & Personal Development	<ul style="list-style-type: none"> • PLO1; PLO3; PLO6
Global Citizenship / Societal Awareness	<ul style="list-style-type: none"> • PLO7; PLO15
Inclusion and Diversity	<ul style="list-style-type: none"> • PLO8; PLO9
Ethical Leadership	<ul style="list-style-type: none"> • PLO11; PLO31



Appendix B Visualization of the Program





Appendix C - Mandatory courses / vs list of program learning outcomes

Mandatory Course Title	Developed / To be developed	ECTS	Mandatory course description (one sentence)
<i>English in Business Communication</i>	<i>To be developed</i>	12	<i>The course aims at the systematic development of communication skills, B2 level language proficiency, and developing the ability to communicate effectively in various business situations, considering socio-cultural context.</i>
<i>Critical Thinking and Analytical Literacy</i>	<i>To be developed</i>	4	<i>The course is designed to develop students' ability to critically evaluate and effectively use information from various sources, integrate different perspectives on solving complex problems, and develop skills of independent work, flexible thinking, openness to new knowledge, and self-criticism, which are key to successful professional activity and lifelong learning.</i>
<i>Introduction to Scientific Research and Academic Writing</i>	<i>To be developed</i>	4	<i>The course focuses on developing the ability to critically evaluate information, integrate different methods and approaches to solving problems, effectively manage time and resources in projects, as well as on developing independence, flexibility of thinking, openness to knowledge, and a responsible attitude towards the values of society while maintaining academic integrity.</i>
<i>Ideas That Shaped the World and Great Books</i>	<i>To be developed</i>	4	<i>The course is designed to teach students to analyze philosophical ideas and literary works, developing independent thinking and a responsible attitude towards the values of society, as well as to show how the ideas from the past shape our modern understanding of the world and help us think critically and act responsibly.</i>
<i>Personhood, Values, and Society: Historical and Cultural Context</i>	<i>To be developed</i>	6	<i>The course focuses on understanding the concepts of personality, freedom, responsibility, and moral choice in the context of historical and cultural transformations and contemporary social challenges at global, national, and regional levels.</i>
<i>Law, Ethics, and Civic Responsibility</i>	<i>To be developed</i>	4	<i>The course integrates basic knowledge of law with the philosophy of law, ethics, and social responsibility, contributes to the formation of legal culture as a component of civic identity, as well as skills for corruption prevention, and ethical conduct.</i>



<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECTS</i>	<i>Mandatory course description (one sentence)</i>
<i>Environment, Sustainability and Global Challenges</i>	<i>To be developed</i>	4	<i>The course provides a comprehensive approach to understanding the interconnections between nature, society, and the economy, preparing students for active participation in solving global challenges.</i>
<i>Digital Skills and Business Digitalization</i>	<i>To be developed</i>	6	<i>The course aims to develop digital literacy, the ability to ethically and critically use information and communication technologies, and prepares future specialists for the successful use of digital technologies to optimize business processes, improve customer engagement, and ensure organizational competitiveness in the modern world.</i>
<i>Advanced Mathematics</i>	<i>To be developed</i>	6	<i>The course combines linear algebra, mathematical analysis, probability theory, and statistics, focusing on their practical application for optimization, financial analysis, modeling of management and business processes, as well as for the development of critical, analytical, and system thinking for managerial decision-making.</i>
<i>Physical Education and Fundamentals of Human Health</i>	<i>Developed</i>	3	<i>The course aims at forming a conscious attitude towards physical and mental health as the basis for personal effectiveness, the ability to use various types and forms of physical activity for active recreation and leading a healthy lifestyle.</i>
<i>Economics (Micro, Macroeconomics)</i>	<i>Developed</i>	8	<i>The course aims at developing skills to analyze economic processes at the micro and macro levels, critically assess their impact on business decisions, and develop a systemic understanding of global economic challenges to form effective sustainability strategies.</i>
<i>Management</i>	<i>Developed</i>	5	<i>The course focuses on developing organizational management skills, leadership, teamwork and stress resilience, independent thinking, the ability to perform interdisciplinary research for effective business improvement, and understanding the impact of management on sustainability and solving global problems.</i>
<i>Economics of Manufacturing and Trading Enterprises</i>	<i>Developed</i>	5	<i>The course is designed to form a system of knowledge regarding the organization of manufacturing enterprises and trading structures, a deep understanding of the principles of enterprise functioning, skills in analyzing the efficiency of resource use, and developing strategies at various levels that will contribute to business sustainability in conditions of market uncertainty and risk.</i>



Mandatory Course Title	Developed / To be developed	ECTS	Mandatory course description (one sentence)
<i>Marketing</i>	<i>Developed</i>	4	<i>The course contributes to the formation of the ability to conduct comprehensive market and consumer analysis using a wide range of marketing research methods, skills to develop effective marketing strategies and build marketing communications, taking into account ethical and social aspects to achieve business goals and its sustainable society.</i>
<i>Management Psychology and Business Ethics</i>	<i>To be developed</i>	5	<i>The course promotes understanding of the psychological aspects of management, develops stress resilience and effective communication skills, teaches to apply psychological technologies in HR management and make ethically sound decisions that contribute to the formation of a responsible corporate culture, the development of human potential, and business sustainability.</i>
<i>Managerial Decision-Making: Technologies, Methods, and Models</i>	<i>Developed</i>	6	<i>The course focuses on acquiring skills in analyzing complex problems, applying modern technologies and models for informed decision-making and assessing their consequences, considering ethical, social and risk aspects for optimal resource use, meeting social needs, and ensuring sustainable business development.</i>
<i>Project Planning and Strategic Development</i>	<i>Developed</i>	5	<i>The course is designed to develop skills in project development, planning, and implementation, formulating effective strategies at various levels taking into account global challenges, developing leadership qualities, teamwork and communication skills, considering cultural characteristics and the national context, to ensure sustainable development of the organization in conditions of uncertainty and risk.</i>
<i>Socio-Economic Diagnostics and Business Structure Design</i>	<i>Developed</i>	5	<i>The course focuses on acquiring skills to comprehensively analyze the state of the organization using various methods, identify problems, determine opportunities and threats for development, and develop projects to improve business structures, taking into account cultural and social aspects to ensure efficiency, competitiveness, and sustainable growth.</i>
<i>Business Organization Project</i>	<i>To be developed</i>	1	<i>It involves the implementation of an interdisciplinary project that integrates knowledge and acquired skills to develop a viable business plan considering intercultural, social and ethical aspects, as well as its presentation and justification for creating a sustainable and responsible business organization.</i>



Mandatory Course Title	Developed / To be developed	ECTS	Mandatory course description (one sentence)
<i>Leadership Studies: Theories and Strategies</i>	<i>To be developed</i>	5	<i>The course aims at critically understanding key leadership theories, developing leadership qualities and management style, as well as acquiring skills to develop effective strategies of influence, motivation, and decision-making that contribute to the sustainable development of the organization and meet the ethical and social challenges of the modern global business environment.</i>
<i>Communication Management</i>	<i>Developed</i>	5	<i>The course focuses on developing skills to elaborate and implement effective internal and external communication, critically analyze information flows and resolve conflict situations, taking into account cultural, ethical and social aspects, to build partnerships with stakeholders and ensure business sustainability.</i>
<i>Legal Aspects of Management Activity</i>	<i>To be developed</i>	4	<i>The course is designed to establish a system of knowledge in the main branches of law that regulate the management activities of an organization, to make informed management decisions considering current legislation and the principles of transparency and integrity.</i>
<i>HR-Management</i>	<i>Developed</i>	4	<i>The course contributes to the formation of skills to develop and implement staffing strategies and human resources management, critically analyze the psychological and social aspects of team interaction, apply psychological technologies for personnel management and conflict resolution techniques, make ethically sound decisions to create a productive and inclusive work environment that contributes to the sustainable development of the organization and the development of human potential.</i>
<i>Operations Management</i>	<i>To be developed</i>	6	<i>The course aims at developing the ability to analyze, plan and optimize key operational processes in an organization, apply methods to improve efficiency and quality of operations, and make decisions that contribute to business sustainability, considering global challenges and limited resources.</i>
<i>Communication Leadership and Self-Management</i>	<i>To be developed</i>	4	<i>The course focuses on developing effective communication, persuasion and influence skills, fostering leadership qualities and adaptability, applying self-management principles to increase personal effectiveness and well-being, and promoting sustainability for both individuals and organizations in a dynamic environment.</i>



<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECTS</i>	<i>Mandatory course description (one sentence)</i>
<i>Strategic Communications and Change Management</i>	<i>To be developed</i>	6	<i>The course is designed to develop skills to elaborate and implement effective communication strategies to ensure organizational change, critically analyze the dynamics of resistance to change, and apply stakeholder engagement methods, taking into account psychological, social and cultural aspects for successful transformation and business sustainability in conditions of uncertainty and risk.</i>
<i>Financial Reporting and Taxation</i>	<i>To be developed</i>	4	<i>The course aims to provide an understanding of financial and tax reporting principles, to develop skills in analyzing business performance data for informed decision-making, and the ability to apply knowledge of tax legislation, taking into account ethical and social aspects, to ensure financial transparency, regulatory compliance and business sustainability.</i>
<i>Motivational Management</i>	<i>To be developed</i>	4	<i>The course is designed to provide an understanding of key motivational theories and models, the ability to develop and implement effective strategies for motivating staff, and create a supportive and inclusive work environment that promotes engagement, productivity, and sustainable development for both individuals and organizations.</i>
<i>Public Relations and Branding</i>	<i>To be developed</i>	5	<i>The course focuses on developing the ability to elaborate and implement communication strategies and public relations, apply technologies for brand development, skills in positioning an organization in the market environment, reputation management using creative approaches and links with the media based on ethical, social and cultural aspects to build consumer trust and loyalty and ensure sustainable development of the organization.</i>
<i>Innovative Approaches in Organization Management</i>	<i>To be developed</i>	5	<i>The course is designed to develop creative and systemic thinking, skills to identify opportunities for innovation, and the ability to implement progressive management approaches and technologies to ensure the competitiveness, adaptability, and sustainable development of an organization amidst social and organizational transformations, considering global challenges.</i>



<i>Mandatory Course Title</i>	<i>Developed / To be developed</i>	<i>ECTS</i>	<i>Mandatory course description (one sentence)</i>
<i>Stress Resilience and Risk Management</i>	<i>To be developed</i>	4	<i>The course aims at developing the ability to identify and effectively manage business risks, develop personal and collective psychological resilience to stress, make informed decisions to minimize or eliminate negative consequences, thereby ensuring the stability and sustainable development of the organization in conditions of uncertainty.</i>
<i>Cross-Cultural Team: Cooperation across Boundaries</i>	<i>To be developed</i>	3	<i>The course focuses on developing effective leadership and strategic communications in multicultural teams, promoting understanding of cultural differences, conflict resolution and creating an inclusive environment for innovation and global sustainable business development.</i>
<i>Volunteering (Practice)</i>	<i>To be developed</i>	6	<i>It aims at gaining practical experience in applying business administration principles in the non-profit sector and/or socially oriented projects, which contributes to the development of critical thinking, ethical awareness, intercultural competence, and effective communication skills, which are essential for Liberal Arts.</i>
<i>Cross-Disciplinary Practice</i>	<i>To be developed</i>	9	<i>It focuses on gaining practical experience in implementing theoretical knowledge and practical skills in organizational leadership and strategic communications in real projects, activities of organizations in various sectors of the national economy, developing critical thinking and ethical awareness. It is a key stage for deep reflection and preparation of an empirical basis for the bachelor thesis.</i>
<i>Bachelor Thesis</i>	<i>To be developed</i>	6	<i>It is an original (independent) interdisciplinary research focused on current management challenges in the field of organizational leadership and strategic communications, aimed at demonstrating the higher education graduate's ability to conduct systemic analysis, synthesize knowledge from relevant scientific paradigms, and develop ethically sound and socially responsible solutions, integrating Liberal Arts principles.</i>



<i>Mandatory Course Title</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>	<i>PLO 10</i>	<i>PLO 11</i>	<i>PLO 12</i>	<i>PLO 13</i>	<i>PLO 14</i>	<i>PLO 15</i>	<i>PLO 16</i>	<i>PLO 17</i>	<i>PLO 18</i>	<i>PLO 19</i>	<i>PLO 20</i>	<i>PLO 21</i>	<i>PLO 22</i>	<i>PLO 23</i>	<i>PLO 24</i>	<i>PLO 25</i>	<i>PLO 26</i>	<i>PLO 27</i>	<i>PLO 28</i>	<i>PLO 29</i>	<i>PLO 30</i>	<i>PLO 31</i>	<i>PLO 32</i>	<i>PLO 33</i>		
<i>Economics of Manufacturing and Trading Enterprises</i>			*	*		*	*						*	*		*			*	*															
<i>Marketing</i>	*					*	*						*	*	*			*		*	*							*				*			
<i>Management Psychology and Business Ethics</i>	*		*	*	*	*		*	*								*					*							*						
<i>Managerial Decision-Making: Technologies, Methods, and Models</i>	*		*	*		*								*	*	*		*		*	*									*		*			
<i>Project Planning and Strategic Development</i>	*		*	*		*	*							*		*		*	*	*	*	*					*			*	*				
<i>Socio-Economic Diagnostics and Business Structure Design</i>	*				*	*								*		*	*	*		*	*					*									
<i>Business Organization Project (term paper)</i>	*		*			*						*								*															
<i>Leadership Studies: Theories and Strategies</i>			*	*		*		*									*						*					*		*					*
<i>Communication Management</i>	*			*	*	*			*															*	*										
<i>Legal Aspects of Management Activity</i>						*		*			*																								
<i>HR-Management</i>				*	*	*			*							*	*					*													
<i>Operations Management</i>	*		*	*		*								*		*		*	*	*												*			



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<i>Mandatory Course Title</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>	<i>PLO 10</i>	<i>PLO 11</i>	<i>PLO 12</i>	<i>PLO 13</i>	<i>PLO 14</i>	<i>PLO 15</i>	<i>PLO 16</i>	<i>PLO 17</i>	<i>PLO 18</i>	<i>PLO 19</i>	<i>PLO 20</i>	<i>PLO 21</i>	<i>PLO 22</i>	<i>PLO 23</i>	<i>PLO 24</i>	<i>PLO 25</i>	<i>PLO 26</i>	<i>PLO 27</i>	<i>PLO 28</i>	<i>PLO 29</i>	<i>PLO 30</i>	<i>PLO 31</i>	<i>PLO 32</i>	<i>PLO 33</i>	
<i>Communication Leadership and Self-Management</i>	*		*	*	*	*			*													*	*					*					*	
<i>Strategic Communications and Change Management</i>	*		*	*	*	*	*							*		*	*	*	*	*						*	*		*			*	*	
<i>Financial Reporting and Taxation</i>						*								*																				
<i>Motivational Management</i>			*	*	*	*																*					*				*			
<i>Public Relations and Branding</i>						*								*		*												*						
<i>Innovative Approaches in Organization Management</i>	*					*			*	*					*				*	*	*						*			*				
<i>Stress Resilience and Risk Management</i>	*			*	*	*										*	*			*	*	*				*	*							
<i>Cross-Cultural Team: Cooperation across Boundaries</i>	*	*		*	*	*			*	*														*										*
<i>Volunteering (Practice)</i>	*		*	*	*	*		*	*	*	*	*				*	*	*	*	*		*		*	*		*							
<i>Cross-Disciplinary Practice</i>	*		*	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
<i>Bachelor Thesis</i>	*		*			*		*		*	*	*	*	*	*	*	*	*	*	*	*	*			*	*		*	*	*		*	*	*



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*Appendix D – List of elective courses
(by tracks/clusters/blocks/major, if relevant)*

Course title	ECTS
Cluster 1 “Regional Studies and Cross-Cultural Management”	32
<i>Borderlands and Identities</i>	4
<i>Cultural Heritage and the Politics of Memory: Regional Context</i>	4
<i>Psychology of Intercultural Interaction</i>	4
<i>Cross-Cultural Management</i>	4
<i>Civic Participation and Local Self-Government</i>	4
<i>Regional Development Policy: Ukrainian and European Experience</i>	4
<i>Creative Economy in the Regional Dimension</i>	4
<i>Creative Industries Management</i>	4
Cluster 2 “Management and Humanities”	32
<i>Management Philosophy: Classical Ideas and Modern Interpretations</i>	4
<i>Literature and Managerial Imagination: Between Text and Strategic Thinking</i>	4
<i>Language and Power: Rhetoric in Management and Public Sphere</i>	4
<i>Memory and Power: Strategies for Managing Memorial Space</i>	4
<i>Psychology of Communication and Conflict</i>	4
<i>English-Language Communication in the Public Sphere</i>	4
<i>Digital Humanities</i>	4
<i>Management of the Socio-Cultural Sphere</i>	4
Cluster 3 “Innovative Marketing and Strategic Leadership”	32
<i>Strategic Management and Marketing in Organizational Leadership</i>	4
<i>Integrated Leadership and Promotion Strategies</i>	4
<i>Development Management and Communication Impact</i>	4
<i>Data Analytics and Performance Marketing</i>	4
<i>Content Marketing and Storytelling</i>	4
<i>Social Media and Community Management</i>	4
<i>SEO and SEM strategies</i>	4
<i>Influencer Marketing and Partnerships</i>	4



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Appendix E Sample of Student Pathway

Student A selected track ...his/her list of courses /activities

Year 1	The student takes core courses and basic mandatory courses in economics and management. In the second semester, the student chooses courses from an extended list that will be taught in the second year of study.
Year 2	For the second year, the curriculum focuses on mandatory courses within the field of knowledge and core courses. One of the components that integrate the acquired knowledge and skills is the implementation of an individual project. Elective components make up $\frac{1}{3}$ of the individual curriculum (5 courses, 20 ECTS credits). After completing the second year, the student can either transfer to another educational program in this field of knowledge (“Management”, “Marketing” or “Trade”) or continue their studies in the specialization “Organizational Leadership and Strategic Communications”. In the second semester, students select courses from the wide list and one of the elective clusters (Cluster 1 “Regional Studies and Cross-Cultural Management”; Cluster 2 “Management and Humanities”; Cluster 3 “Innovative Marketing and Strategic Leadership”).
Year 3	Students study the courses within the specialization and have practice (volunteering). The elective component includes courses from an extended list (2 courses, 8 ECTS credits) and courses from thematic cluster (3 courses, 12 ECTS credits). For example, a student who chooses Cluster 1 will study the courses “Borderlands and Identities”, “Cultural Heritage and the Politics of Memory: Regional Context” and “Psychology of Intercultural Interaction”.
Year 4	Students study the courses within the specialization and have cross-disciplinary practice. The elective component includes courses from the thematic cluster (5 courses, 20 ECTS credits). For example, a student who chooses Cluster 1 will study the courses “Cross-cultural Management”, “Civic Participation and Local Self-Government”, “Regional Development Policy: Ukrainian and European Experience”, “Creative Economy in the Regional Dimension” and “Creative Industries Management”. The final form of certification is the preparation of a bachelor thesis.