MINISTRY OF EDUCATION OF THE REPUBLIC OF AZERBAIJAN

BACHELOR'S DEGREE PROGRAM (BASIC HIGHER EDUCATION LEVEL) IN THE

FIELD OF SPECIALIZATION

Code and Title of the Specialization (Program): 050403 – Sustainable Development
Management

Bachelor's Degree Program in the Specialization 050403 – Sustainable Development
Management

1. General Provisions

1.1. The Bachelor's Degree Program in the specialization 050403 – Sustainable Development Management (hereinafter referred to as the Degree Program) has been developed in accordance with the Law of the Republic of Azerbaijan "On Education", relevant decisions of the Cabinet of Ministers of the Republic of Azerbaijan, and the "Classification of Specializations (Programs) at the Bachelor's (Basic Higher Medical Education) Level of Higher Education."

1.2. The objectives of the Degree Program are as follows:

- To define the competencies of graduates, the scope of the specialization, teaching and learning methods by subject, assessment methods, learning outcomes, infrastructure and human resource requirements for training specialists, and students' opportunities for internships, employment, and further education;

- To inform students and employers about the knowledge and skills acquired by graduates, as well as the learning outcomes;

- To provide information to experts involved in evaluating the compliance of specialist training with this program.

1.3. This Degree Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, ownership type, or organizational-legal form, that offer bachelor-level training in the specialization 050403 – Sustainable Development Management.

1.4. Under a 5-day working schedule, the student's total weekly academic workload, including in-class and out-of-class hours, is 45 hours (excluding special-purpose higher education institutions). The in-class (contact) hours must not exceed 50% of the total weekly workload. Depending on the nature of the specialization, the weekly workload may be subject to change.

2. Graduate Competencies

2.1. Upon completion of the Education Program, the graduate must acquire the following general competencies:

- Oral and written communication skills in the Azerbaijani language related to their specialization;

- Communication skills in at least one foreign language related to their specialization;

- Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of the Azerbaijani statehood, as well as its place and role in the modern world, along with the ability to forecast the prospective development of our national state;

- Ability to identify the threats and challenges faced by our national state;

- Ability to use information technologies at the workplace;

- Ability to work in a team and achieve a collaborative approach to problem-solving;

- Ability to adapt to new conditions, take initiative, and the will to succeed;

- Ability to identify and select additional information resources for problem-solving;

- Skills to analyze, summarize, and apply relevant information for professional purposes;

- Ability to plan and organize professional activities, improve current skills and pursue further education, manage time effectively, and complete tasks on time;

- Ability to prioritize social and environmental responsibility, civic consciousness, ethical approaches, and quality in one's work;

- Ability to reassess situations and self-assess for the purpose of developing knowledge and skills, as well as self-criticism;

- Competence in systematic thinking: analyzing complex systems, identifying and understanding relationships, comprehending principles of interconnections between systems at different levels and fields, and operating under uncertain conditions;

- Prognostic competence: ability to understand and evaluate various future scenarios (possible, probable, and desirable), form a clear vision of the future, assess possible outcomes of activities, and consider risks and ongoing changes;

- Strategic vision competence: ability to collectively develop and implement innovative decisions aimed at ensuring and enhancing sustainability at local and higher levels;

- Teamwork competence: ability to learn from others, understand others' needs, opinions, and actions (empathy), resolve conflicts within groups, and participate in collective and multilateral cooperation aimed at problem-solving;

- Critical thinking competence: ability to analyze accepted norms, approaches, and opinions, critically evaluate one's own views and activities, and defend one's position in discussions related to sustainable development.

-Ability to critically evaluate one's role in society (self-awareness competence).

- Ability to use different approaches to solve complex problems and make comprehensive and fair decisions based on the listed competencies (complex problem-solving competence).

- Ability to understand and conduct a comprehensive analysis of diverse perspectives and approaches, integrate broadly, and synthesize various global perspectives reflecting increasing diversity (multicultural approach and openness).

- Ability to develop interdisciplinary approaches and make decisions accordingly (interdisciplinary communication competence).

2.2. Upon completion of the Education Program, the graduate must acquire the following professional competencies:

- To understand the stages of development of public administration and the schools of thought in this field; to know the principles of organizing public administration and innovative technologies; to understand the characteristics of public service organizations and ways to improve their efficiency; to master the methods of planning activities in public institutions, principles of goal setting, and the evaluation of result-oriented service delivery. (PC-1)

- To know the basics of economic theory, behaviors at the enterprise and individual levels, key socio-economic indicators, problems, and processes. (PC-2)

 - To understand the characteristics of markets in different competitive systems, the operating mechanisms of firms in various market types, and the different scenarios of interactions. (PC-3)

- To fully master macroeconomic terminology, analyze open economies, and be able to make proposals using theoretical models. (PC-4)

- To have skills in mathematical methods, quantitative and computational techniques, and to make optimal decisions using these methods and techniques. (PC-5)

- To be able to work with general-purpose and specialized software (Excel, Word, PowerPoint, Photoshop, or analytical programs such as SPSS, Stata, Python) and perform basic analyses. (PC-6)

- To possess statistical knowledge for analyzing and systematizing economic data, collect, analyze, and forecast quantitative and qualitative data. (PC-7)

- To build a solid foundation covering basic concepts and theories of management, understand factors shaping and reshaping management, updated management skills, organizational culture indicators, and possess knowledge related to recognizing and proposing solutions for existing problems in management and organizations. (PC-8)

- To acquire basic knowledge about management and organizations, define the organization's mission, intent, objectives, and strategy, understand the uncertainties of the Fourth Industrial Revolution era, prevent and resolve conflict situations, and have the necessary knowledge to analytically and systematically analyze information relevant to the specialization. (PC-9)

- To know effective time management, stress management, and forms of creative, critical, and analytical thinking; to have problem-solving and decision-making techniques, public speaking skills; and to understand team building and leadership principles. (PC-10)

- To learn from others, understand the needs, opinions, and actions of others (empathy), resolve conflicts arising in groups, and participate in collective and multilateral cooperation aimed at solving problems. (PC-11)

- To know that sustainable and inclusive development is a key priority of modern public administration; to understand inclusive development indicators that ensure comprehensive development of the state and improve the welfare of all citizens; to study comparative analyses conducted by international organizations; to acquire knowledge and skills in monitoring, planning, and managing sustainable inclusive development. (PC-12)

- To understand and comprehensively analyze different perspectives and approaches, integrate broadly, and synthesize the increasing diversity of perspectives worldwide. (PC-13)

- To analyze accepted norms, approaches, and opinions critically; to evaluate one's views and activities critically; and to defend one's position in discussions related to sustainable development. (PC-14)

- To know the concept of development and assess the current and future development of the country and regions; to understand human potential development policies; to acquire skills in assessing knowledge-based development and technological achievements; to have the ability to manage economic, social, and natural environments for human development and ecological civilization; to know how to calculate coefficients and indicators assessing sustainable human development. (PC-15)

- To understand and critically evaluate the norms and principles that condition the implementation of measures; to analyze the importance, principles, goals, and tasks of sustainable development in cases of conflicts of interest, contradictions, uncertain information, and the necessity of reaching compromises. (PC-16)

- To acquire knowledge about Sustainable Development Goals and human rights; to know about the UN and human rights; to understand the Sustainable Development Goals and international cooperation practices; to study human rights from the perspective of human development; to learn factors shaping corporate social responsibility policies. (PC-17)

- To use different problem-oriented approaches to solve complex problems in sustainable development and to make complex and fair decisions facilitating sustainable development based on the listed competencies. (PC-18)

- To use human resources efficiently and create a favorable sociopsychological environment in the team; to understand the basics of career development activities, interview preparation procedures and techniques; to prepare career roadmaps, motivation and positive thinking; to know business ethics, job search strategies, application procedures, and to be able to prepare professional CVs, resumes, cover, and recommendation letters. (PC-19)

- To understand the concept of civil service, its duties and principles; to master management bodies of civil service and their classification; to know civil service positions and classification of positions in state bodies; to know the legislative basis of civil service; to understand ethics and behavior in public administration and civil service; to acquire skills related to institutional building, personnel policy, rotation of civil servants, improving their professionalism and efficiency, and to apply competency and progressive motivation models in civil service. (PC-20)

- To know the role of management technologies in societal development; to be able to apply synergetic, complementary, and compensation technologies complexes in managing sustainable development and forming an inclusive society. (PC-21)

- To have basic knowledge about planning, managing, and monitoring regional sustainable development; to know regional problems; to acquire skills in planning and managing area and sector administration; to identify factors ensuring regional sustainable development; to be able to conduct regional sustainable development monitoring. (PC-22)

- To have the ability to collectively develop and implement innovative decisions aimed at ensuring and enhancing development at local and higher levels. (PC-23)

- To understand and evaluate different possible, probable, and desirable future scenarios; to form a clear vision of the future; to assess potential outcomes of activities; to consider risks and ongoing changes. (PC-24)

- To analyze complex systems, detect and understand interconnections; to comprehend principles of relations between systems across different fields and levels; to operate under uncertainty; to identify and assess risks in sustainable development. (PC-25)

3. Structure of the Education Program

3.1. The Education Program for the specialization 050403 Sustainable Development Management consists of 240 ECTS credits (4 years). The credits are distributed as follows:

Table 1

Number of Courses	Course Name	ECTS Credit
	General Courses	
1	Azerbaijani History This course studies the emergence, formation, and development of modern statehood traditions of Azerbaijan. It analyzes and examines the role of political, ideological, economic, and cultural factors in the formation of modern Azerbaijani statehood. The course provides a	5

	systematic analysis of the place and role of the Azerbaijani state in the contemporary world.	
2	Business and Academic Communication in Azerbaijani	4
	This course focuses on developing students' skills in delivering presentations, public speaking, academic writing, and business communication in the Azerbaijani language.	
3	Business and Academic Communication in a Foreign Language	15
	This course emphasizes developing students' skills in delivering presentations, public speaking, academic writing, and business communication in one of the foreign languages relevant to their specialization.	
4	Elective Courses (Elective courses are determined by the higher education institution. Depending on the specialization, additions may be made to the list of elective courses.)	
4.1	Philosophy	3
	Sociology	
	The Constitution of the Republic of Azerbaijan and Fundamentals of Law	
	Logic	
	Ethics and Aesthetics	
	Introduction to Multiculturalism	
4.2	Information Management	3
	Information Technologies (by Specialization)	
	Fundamentals of Entrepreneurship and Introduction to Business	
	Political Science	
Specialization Courses		120
5	Theory of Public Administration	8
	It teaches the stages of development in public administration and the schools of thought in this field, the principles of organizing public	

	administration, and the methods of planning activities in public institutions.	
6	Fundamentals of Economics Covers the basic economic concepts, fundamentals of microeconomics and macroeconomics, and the basics of international and intellectual economics.	6
7	Mathematical Methods in Management Teaches the fundamentals of linear algebra and its application to economic-social processes (balances), fundamentals of analytical geometry, graphical analysis, demand and supply curves, and the basics of probability theory and mathematical statistics.	8
8	Information Technologies in Management This course provides future specialists with extensive knowledge about the tools and methods used in implementing modern information processes. It introduces up-to-date knowledge on new information and Internet technologies, which are an integral part of economic processes.	8
9	Management of Inclusive Development Covers the characteristics and key indicators of inclusive development, indicators that characterize the sustainability of inclusive development processes, modern technologies used in managing inclusive development, and the prospects for inclusive development in Azerbaijan.	10
10	Statistics This course studies the quantitative aspects of qualitatively defined mass socio-economic events and processes, their structure, distribution, and the laws of their interdependencies within specific spatial and temporal conditions.	6
11	Management	7

	This course examines the main functions of management, the roles of managers, organizational structures along with their advantages and disadvantages, and types of leadership. It also explores group and team dynamics within organizations, organizational culture, and the benefits of diversity.	
12	Fundamentals of Sustainable Development This course covers the modern relevance and importance of sustainable development, its key and priority indicators, the main stages in the historical emergence of the sustainable development concept, and the primary indicators of sustainable development.	10
13	Fundamentals of Human Development and Ecological Civilization Covers the concept of development and the assessment of current and future development of countries and regions; policies on forming human potential; evaluation of knowledge-based development and technological achievements; calculation of indicators and coefficients assessing sustainable human development; clarification of economic indicators; assessment of income inequality and its dynamics; and conducting comparative analyses with other countries.	8
14	Legal Foundations of Sustainable Development Teaches the sources of legal regulation in sustainable development, legislation of the Republic of Azerbaijan in this area, the principles of legal regulation of sustainable development, as well as the role of the United Nations and human rights.	6
15	Sustainable Development Goals and International Cooperation This course explores the Sustainable Development Goals (SDGs), international cooperation practices, decision-making processes based on competencies that support sustainable development, international agreements on combating global climate change, and global demographic programs.	6
16	Civil Service Covers the concept, roles, and principles of state and municipal civil	6

	service; the structure and classification of civil service management bodies and positions; institutional building for the development of the civil service system; personnel policy; rotation of civil servants; improving their professionalism and performance; and the application of competency-based and progressive motivation models.	
17	Human Resource Management

This course teaches the efficient use of human resources and the creation of a favorable socio-psychological environment within teams. It covers basic concepts of career development, career advancement activities, procedures for preparing for job interviews, job search strategies, and application processes. | 8 |
| 18 | Modern Management Technologies

Covers management technologies in societal development, including synergetic, complementary, and compensatory technologies, and their application in managing sustainable development and forming an inclusive society. | 8 |
| 19 | Regional Sustainable Development Management

Teaches management technologies used in societal development, focusing on synergetic, complementary, and compensatory technologies, and their role in managing sustainable development and building an inclusive society. | 6 |
| 20 | Risk Management in Sustainable Development

Explores the nature, types, sources, and functions of risks in sustainable development. Covers theories and applications of risk analysis, risk measurement indicators, and risk assessment. | 6 |
| 21 | Civil Defense

This course covers safety and health protection regulations in the modern world where global emergency situations are rapidly increasing. It includes identification and detection of harmful factors, methods and means of human protection, ways to minimize harmful | 3 |

	and dangerous factors, and measures for eliminating the consequences of accidents and disasters occurring in times of peace and war.	
…	Courses Determined by the Higher Education Institution The courses listed here are individually determined by each higher education institution and are reflected in the curriculum of the respective specialization.	60
Internship		30
1	Career Planning	5
2	Soft Skills	9
3	Hard Skills	10
4	Internship / Project	6
TOTAL		240

4. Teaching and Learning

4.1. The teaching and learning environment should be organized so that students can achieve the intended learning outcomes outlined in the education program.

4.2. Teaching and learning methods should be described in relevant documents (e.g., the instructor's syllabus, etc.) and made publicly accessible (e.g., on the university's website, program brochures, etc.).

4.3. Teaching and learning methods should be continuously reviewed and improved, taking into account innovative educational practices. Regular improvement of teaching and learning methods should be part of the university's quality assurance system.

4.4. A variety of teaching methods should be used during the educational process. These methods should promote a student-centered approach and encourage active student participation in the learning process. Examples of teaching and learning methods that can be used include:

- lectures, seminars, practical assignments,

- Presentations and discussions, debates;

- Independent work/research (e.g., working with practical examples);

- Projects;

- Problem-based learning;

- Fieldwork;

- Role-playing;

- Reports;

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[1]These courses are proposed by the higher education institution considering the experience of the teaching staff, research infrastructure, and local and international employment opportunities. The courses determined by the higher education institution should be elective for students and should also facilitate students' participation in international exchange programs.

- Group assessment;

- Expert method;

- Video and audio conferencing technologies;

- Video and audio lectures;

- Distance learning;

- Simulations;

- Etc.

Note: The listed methods may be selected and/or modified depending on the specifics of the specialization.

4.5. A balance between theoretical education and practical training should be maintained. The primary focus should be on strengthening practical skills in accordance with the changing needs of the labor market.

4.6. The education program should support students' independence and foster the concept of lifelong learning. By the end of the educational process, students should be able to work independently in any direction and continue their education throughout their lives.

5. Assessment

5.1. Assessment should be organized in a way that effectively measures whether students achieve the expected learning outcomes. It should allow monitoring of progress, evaluate

the extent to which educational program results are attained, facilitate communication with students, and help form the preliminary conditions for improving the educational programs.

5.2. Assessment methods should be described in relevant documents (e.g., course syllabus, program description) and be accessible to everyone (for example, on the university website, program brochures, etc.).

5.3. Assessment methods should be continuously reviewed and improved, taking into account innovative teaching practices. Regular updating of assessment methods should be part of the quality assurance system of the higher education institution.

5.4. Different assessment methods should be used during the educational process. These methods should promote a student-centered approach and encourage students to take an active role in the learning process. Examples of assessment methods that can be used include:

- written assignments;

- tests on knowledge and skills, computer-based tests;

- oral presentations;

- surveys;

- open discussions;

- internship reports, fieldwork reports;

- assessment of skills based on observations during practice and laboratory work;

- reports on project work;

- portfolio assessment;

- frontal questioning;

- group and self-assessment;

- etc.

Note: The listed methods may be selected and/or modified depending on the specifics of the course.

5.5. The methods used for assessing learning outcomes must be based on clearly defined criteria and should accurately and reliably measure the level of knowledge, skills, and competencies acquired by the student throughout the educational process. During the assessment of learning outcomes, instructors should adhere to principles of transparency, impartiality, mutual respect, and humanism.

5.6. Students should be given opportunities to discuss all aspects of their education, including the assessment process, with instructors and evaluators. The higher education institution must establish assessment procedures and appeal mechanisms in accordance with relevant regulations.

5.7. Academic ethics hold a significant place in the educational process. Students are taught to uphold academic integrity and to understand the issue of plagiarism. They must be informed about intellectual property rights related to intellectual work.

6. Program and Course Learning Outcomes

6.1. The determination of the learning outcomes of the education program, as well as the learning outcomes of each course and the preparation of each course syllabus, fall under the authority of the higher education institution/academic staff.

6.2. Learning outcomes are defined by each higher education institution in accordance with the form provided in Appendix 1. The matrix of learning outcomes (Appendix 2) should reflect the relationship between courses and learning outcomes.

6.3. To ensure that the Education Program provides theoretical and practical content that meets the changing needs of society and the labor market, course syllabi must be regularly updated.

7. Infrastructure and Human Resources

7.1. For the "050403 Sustainable Development Management" specialty, the educational program must ensure that the teaching of courses, conducting of practical trainings, and implementation of scientific-research works are supported by adequate material and technical resources. These include classrooms and laboratories equipped with relevant ICT, computer labs, workshops, etc. Students should have access to the university's local network, internet, databases, electronic libraries, and search systems.

7.2. The faculty members of higher education institutions typically hold academic degrees. Additionally, highly qualified specialists from other public or private institutions and/or relevant organizations, as well as individuals holding at least a master's degree in the corresponding specialty group, may also be involved in teaching.

8. Internship

8.1. Internship is important for the practical application of the student's theoretical knowledge as well as for strengthening professional skills. Depending on the specifics of the specialty, the rules for organizing the internship may be determined by the higher education institution.

8.2. The internship can be organized in a private company, state institution, research laboratory (including universities, the Azerbaijan National Academy of Sciences, private local or international organizations and companies, etc.).

8.3. To maximize benefits from the internship process, it can be organized in four stages:

1. The student should learn how to properly plan their career,

2. acquire soft skills,

3. acquire hard skills,

4. complete an internship at enterprises and organizations or carry out a project ordered by these entities.

8.4. Mastering the courses on career planning and soft skills enables students to develop self-improvement and opportunity evaluation abilities during their education. For example, by completing the "Career Planning" course, students will understand basic career concepts, career development activities to evaluate during education; they will learn how to prepare a career roadmap, techniques, will develop willpower, motivation, and positive thinking, understand business ethics, job search strategies, and proper application procedures, and acquire skills to prepare professional CVs, resumes, cover letters, and recommendation letters; they will also understand job interview preparation procedures and interview techniques.

Through the "Soft Skills" course, students will learn effective time management, stress management, creative, critical and analytical thinking forms; problem-solving and decision-making techniques; public speaking, fluent speech development methods, body language, and proper presentation techniques; as well as teamwork building and leadership principles. The "Hard Skills" course will teach students to use Excel tools widely used in the workplace, project management software, verbal and written communication rules in professional life, understand key aspects of digital literacy, and learn ways to build a personal brand.

8.5. Internship organization will be offered in two forms. Students will explore internship opportunities in companies and organizations and submit approval documents from those organizations to the university. Thanks to career planning, hard and soft skills acquired during the studies, students will have higher chances of success in the labor market. Before the internship, the higher education institution and the organization/company/laboratory providing the internship must sign a contract. Also, based on the student's individual application, permission can be granted to undertake an internship in other companies/organizations/laboratories relevant to the student's specialty, including abroad. The contract will reflect conditions, students' rights and obligations, and other necessary details.

8.6. The second form of internship organization involves executing commissioned projects received from the business world. Research, improvement opportunities, and problem-solving needed by companies and organizations will be jointly analyzed by the student and mentor teachers and presented to the clients in the form of projects.

8.7. Internship evaluation will be conducted by representatives of the business world after the submitted project is reviewed.

9. Employment and Lifelong Learning

9.1. Graduates of the "050403 – Sustainable Development Management" program can work in central and local government agencies, local self-government bodies, local and regional centers, publicly significant organizations and companies regardless of their organizational-legal form, international organizations, various scientific and educational institutions in compliance with applicable regulations, as well as in professional and specialized structures relevant to their field.

9.2. The higher education institution must regularly conduct surveys regarding the employment of the graduates of the Education Program and publish information about available job vacancies on its website.

9.3. Graduates of the "050403 – Sustainable Development Management" program can continue their education in all Master's programs included in the "Economics and Management" group of specialties.

9.4. The knowledge, skills, and approaches acquired during the education period are the initial prerequisites for graduates to pursue lifelong independent learning.

Razılaşdırılmışdır:

Azərbaycan Respublikasının Təhsil Nazirliyinin Aparat rəhbərinin müavini, Elm, ali və orta ixtisas təhsil şöbəsinin müdiri
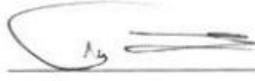
_____ Yaqub Piriyev

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İqtisadiyyat və idarəetmə ixtisasları qrupu üzrə Dövlət Təhsil Proqramlarını hazırlayan işçi qrupun sədri

_____ Ədalət Muradov

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Learning Outcomes for the Educational Program and Courses

The higher education institution must define the expected learning outcomes for the overall Educational Program as well as for each individual course. At least six learning outcomes should be listed separately for the Educational Program and for each course, as presented in the tables below.

PTN 1: Ability to comprehend and evaluate different possible, probable, and desirable future scenarios; to form a clear vision about the future; to assess potential outcomes of activities; and to consider risks and ongoing changes.
PTN 2: Ability to analyze for achieving strategic goals and possess innovative value that leads to effective management of changes and improvement of work processes.
PTN 3: Ability to analyze given data, gather evidence to respond to new challenges, and ensure high quality in planning and managing sustainable development by following established procedures.
PTN 4: Ability to analyze accepted norms, approaches, and opinions; critically evaluate one's own views and activities; and defend one's position in discussions related to sustainable development issues.
PTN 5: Ability to understand and conduct comprehensive analysis of different perspectives and approaches, integrate broadly, and generalize diverse viewpoints in an increasingly diverse world.
PTN 6: Ability to analyze approaches related to project and process management, apply principles in practice, and work with various IT systems that organize activities.

Learning outcomes (LOs) for the course "Theory of Public Administration"
FTN 1: Learns and gains the ability to analyze the main concepts, principles, theories, models, and paradigms related to public administration.
FTN 2: Acquires conceptual knowledge in the field of public administration and develops the ability to apply this knowledge in public institutions.
FTN 3: Gains knowledge and skills related to decision-making and implementation processes in public administration.

FTN 4: Ability to analyze and develop solutions to management problems both individually and as part of a team. Ability to analyze indicators of public administration efficiency.
FTN 5: Mastery of developing partnerships for effective delivery and innovative implementation of public services to citizens, prioritizing strategic thinking, and coordinating goals with resources in public administration.
FTN 6: Ability to forecast challenges faced by management in the 21st century and the impacts of globalization on public administration.

Learning Outcomes for the course "Fundamentals of Economics" (FTN):
FTN 1: Identify methods for forecasting socio-economic development and forming a favorable economic environment.
FTN 2: Evaluate the role of economic activities and behaviors in explaining current problems; establish cause-and-effect relationships among economic variables.
FTN 3: Analyze data at the macroeconomic level effectively.
FTN 4: Assess ways to establish optimal decision-making mechanisms to achieve economic development, including the impacts of unemployment and inflation.
FTN 5: Understand the principles of economic decision-making; recognize social responsibility among all economic entities and the importance of sustainable development.
FTN 6: Analyze the global economic system and evaluate economic processes in the world economy.

Learning Outcomes for the course "Mathematical Methods in Management" (FTN):
FTN 1: Forecast socio-economic processes using linear and nonlinear programming basics; understand fundamentals of linear algebra and linear regression.
FTN 2: Predict socio-economic processes with geometric methods, including graph and diagram construction, graphical analysis, calculation of coefficients such as Sinu coefficient and Lorenz curve, and evaluation of labor resources; understand inflation and the Phillips curve.
FTN 3: Analyze socio-economic processes using probability theory; conduct financial analysis including securities, calculation of gross domestic product, public finance analysis, and balance of payments.
FTN 4: Understand basics of mathematical statistics, data mining, databases, and intellectual data analysis; perform correlation and variance analysis; develop analytical models.
FTN 5: Apply mathematical analysis and functional analysis fundamentals, including Cobb-Douglas function, limits, economic and social constraints (application of asymptotes), and integrals (e.g., calculation of Lorenz curve).
FTN 6: Utilize IT packages and Excel functions for mathematical and statistical calculations; perform online derivative and integral computations; apply expert methods; understand game theory in management, queuing systems, and resource formation.

Learning Outcomes for the course "Information Technologies in Management" (FTN):

FTN 1: Understand that the efficiency and quality of a manager's work largely depend on their ability to work with information. Efficient management, increasing competitiveness, and the creation of automated information systems have made information technologies essential in management. Learn the digital fundamentals of information processing.
FTN 2: Acquire knowledge of technical tools for information processing in management and solve related problems through the application of computer technologies, algorithms, and software.
FTN 3: Use new information technologies, web technologies, object-oriented programming languages, and operate effectively in modern information technology environments.
FTN 4: Study methods and tools for searching, processing, and distributing services within computer networks, as well as techniques for creating databases (Data Mining) of socio-economic objects and processes.
FTN 5: Develop the ability to use modern electronic technologies in conducting analyses.
FTN 6: Be capable of selecting and optimally organizing the technical and software tools available worldwide for a given object or task.

Learning Outcomes for the course "Inclusive Development Management" (FTN):
FTN 1: Inclusive development is one of the main priorities of modern public administration. In this regard, students will focus on understanding the comprehensive development of the state and the application of innovative technologies in public administration.
FTN 2: Analyze the efficient use of the country's inclusive development potential and the economic-social processes.
FTN 3: Enhance students' worldview, knowledge exchange, and analytical skills.
FTN 4: Develop and improve knowledge and skills in the monitoring, planning, and management of sustainable inclusive development.
FTN 5: Increase the knowledge indicators of students studying in exact, humanitarian, and technical fields.
FTN 6: Utilize acquired knowledge and skills to participate in new projects and programs and advance in their careers.

Learning Outcomes for the course "Statistics" (FTN):
FTN 1: Understand the subject, methods, and tasks of statistics science. Learn statistical observation and grouping, statistical tables, and graphs.
FTN 2: Understand absolute and relative quantities in statistics. Learn measures of central tendency and measures of variation.
FTN 3: Study statistical investigation of relationships. Analyze time series dynamics and indexes.
FTN 4: Understand general issues of socio-economic statistics, including population statistics, labor market statistics, and statistics of living standards.
FTN 5: Learn about national wealth statistics, National Accounts Statistics (NAS), and macroeconomic statistical indicators.
FTN 6: Understand statistics of commodity and service markets, price, tariff and inflation statistics, financial statistics, and foreign economic relations statistics.

Learning Outcomes for the course "Management" (FTN)
FTN 1: Studies the management principles that form and regulate management relations, identifying mutual dynamics and relationships. Adequate response to modern-day uncertainties and unexpected changes requires the manager to be competent, analytical, communicative, and to possess organizational and foresight skills. Examines management relations in public and municipal sectors.
FTN 2: Learns to investigate the principles and values that form and regulate management relations.
FTN 3: Studies the organization's goals and methods for achieving them, conflict resolution, stress management, resistance to change, and their management. Learns methods of management and administration used to achieve the goals of a business organization, including economic, administrative, and socio-psychological methods.
FTN 4: Learns to make optimal management decisions under conditions of certainty and uncertainty.
FTN 5: Illuminates human resources management — groups, collectives, intra-group dynamics, factors affecting group activity, and the socio-psychological environment within the collective. Studies the main qualities of organizational leaders (leaders), their power mechanisms, and leadership styles.
FTN 6: Studies management rules, standards, values, as well as organizational culture and management ethics as a whole.

Learning Outcomes (LOs) for the course "Civil Defense"
FTN 1: Understand the essence of civil defense in protecting and strengthening health, as well as in the formation of willpower qualities.
FTN 2: Know the types of emergencies that occur during peace and wartime.
FTN 3: Be familiar with the organization of civil defense and its main forces and duties.
FTN 4: Be able to neutralize radioactive and chemical contamination of people and equipment.
FTN 5: Know individual and collective protection measures against weapons of mass destruction.
FTN 6: Know how to perform rescue and other urgent operations.

learning outcomes (FIN) for the course "Fundamentals of Sustainable Development"
FTN 1. Understand the latest and significant achievements of scientific and technological progress as the main and priority indicators of humanity's sustainable development. Acquire general knowledge about sustainable development and the essential aspects of understanding its characteristics.
FTN 2. Conduct analytical analysis of the main priorities and directions of sustainable development.
FIN 3. Study the differences arising when developed countries formulate and implement their policies to ensure sustainable development, considering economic development models and the use of existing resources.

FIN 4. Master the main historical and political stages in the formation of the sustainable development concept.
FTN 5. Acquire knowledge about the interrelationship between the global society, information, and sustainable development.
FTN 6. Evaluate the emergence of qualitatively new approaches to the Sustainable Development Concept and assess the increasing complexity of the current situation.

Learning outcomes (FTN) for the course " Fundamentals of Human Development and Ecological Civilization ":
FTN 1. Analyze the processes characterizing human development, evaluate their planning and management, and use specific indicators to improve current activities.
FTN 2. Study in detail the main indicators of human development and assess the criteria of socio-economic growth.
FTN 3. Evaluate the planning and management of educational factors and modern development in response to labor market demands.
FTN 4. Conduct a comprehensive analysis of health as a key factor in human development, including issues of increasing life expectancy and social support.
FTN 5. Clarify economic indicators, assess income inequality, determine its dynamics, conduct comparative analysis with other countries, and focus on reducing inequality.
FTN 6. Evaluate ongoing processes from an instrumental perspective, provide retrospective analysis, and attempt to forecast future developments.

Learning outcomes (FTN) for the course "Sustainable Development Goals and International Cooperation"
FTN 1. Study of the new universally applicable Sustainable Development Goals (SDGs) – the targets for 2030.
FTN 2. Understanding the uniqueness of the new SDGs and the results achieved in calling upon all countries to take measures to promote progress while ensuring the protection of the planet.
FTN 3. Investigation of economic reforms aimed at achieving a high level of welfare and human capital development.
FTN 4. Analysis of several key indicators in international statistics related to these goals.
FTN 5. Comprehensive study and evaluation of conventions and programs of the International Labour Organization (ILO).
FTN 6. Implementation of global-scale actions in the field of sustainable development and the determination by states of their goals according to their development level and capabilities.

Learning outcomes for the course "Public Service" (FTN) in English:
FTN 1. Learns and develops the ability to analyze the fundamental concepts, principles, models, theories, and paradigms of public service.
FTN 2. Possesses conceptual knowledge in the field of public service and has the ability to apply this knowledge in government institutions.

FTN 3. Understanding global challenges and trends in public service. Learning theoretical and practical innovations at national and international levels in the field of public service, and the ability to comparatively evaluate and apply this knowledge.
FTN 4. Studying the Azerbaijani public service system, experiences of other countries, and the specific characteristics of employees working in various management sectors (state, private, public, local self-government), while acquiring the ability to systematically approach theoretical knowledge of public service.
FTN 5. Recognizing that the effective management of public service is an important component of state governance.
FTN 6. Using theoretical and applied knowledge to scientifically analyze events and facts related to their own field of public service with appropriate methods and techniques.

Learning outcomes (FTN) for the course "Human Resource Management" in English:
FTN 1. Understands the essence and objectives of human resource management technologies.
FTN 2. Knows the history and development path of human resource management, including the main theoretical and practical approaches.
FTN 3. Gains practical skills in conducting activity analyses within human resource management.
FTN 4. Develops basic understanding of the role and competencies of a human resource management specialist.
FTN 5. Masters strategic issues related to workforce management and learns key techniques used in workforce planning and forecasting.
FTN 6. Recognizes that human resource management technologies are a crucial component of effective enterprise management.

Learning outcomes (FIN) for the course "Modern Management Technologies"
FTN 1: Learns the fundamental concepts and principles related to modern management and acquires the ability to analyze them.
FTN 2: Understands modern management techniques in the implementation of state programs and projects, and acquires the ability to analyze which management model is appropriate.
FTN 3: Knows modern management technologies and can distinguish them from classical management.
FTN 4: Studies modern management practices and, within this context, learns new management concepts and methods; is able to provide recommendations on these topics.
FTN 5: Able to distinguish management technologies applied in Azerbaijan and learns about their areas and directions of application.
FTN 6: Develops the ability to recognize problems from various perspectives, solve them, and prepare decision proposals during the implementation of compensatory, complementary, and synergistic technologies tested in Azerbaijani practice.

Learning Outcomes for the Course "Management of Regional Sustainable Development" (FTN):

FTN 1. Identifying the problems related to achieving balanced and proportional socio-economic development of regions as one of the most important factors ensuring sustainable and dynamic development.
FTN 2. Studying the efficient use of the economic and social development potential of country regions based on international experience.
FTN 3. Exploring the mechanisms for implementing state regional policy and investigating the characteristic features of ensuring sustainable socio-economic development of regions.
FTN 4. Defining the main features of the state mechanism for ensuring the economic and social development of regions and examining the methodological aspects of regional economic development problems in countries with development structures similar to Azerbaijan.
FTN 5. Analyzing the results of the implementation of state programs and assessing the efficiency of the obtained outcomes.
FTN 6. Determining the role of state programs and strategic roadmaps as the basis for regulating the economic and social development of regions.

Learning outcomes (FTN) for the course "Risk Management in Sustainable Development"
FTN 1. Acquire comprehensive theoretical knowledge about the nature, types, sources, and functions of risks in the field of sustainable development.
FTN 2. Evaluate the main provisions of risk analysis theory and assess the level of general risk measurement indicators.
FTN 3. Analyze and model methods for assessing the unit risk of investment projects.
FTN 4. Study activities that achieve high performance in management without taking risks in a market economy environment.
FTN 5. Understand the nature of increasing risks in the modern globalizing world and develop counter-strategies to address them.
FTN 6. Assess the outcomes of implementing various programs aimed at reducing risks to an acceptable level and managing them effectively.