REPUBLIC OF AZERBAIJAN MINISTRY OF EDUCATION

Approved by Decision No. _____
of the Ministry of Education
of the Republic of Azerbaijan
dated _____ _____, 2020

ACADEMIC PROGRAM
IN THE FIELD OF SPECIALIZATION AT THE BACHELOR'S LEVEL

Specialization (Program) Code and Title: **050404 – Public**
Administration and Municipal Governance

BAKU – 2020

BACHELOR'S DEGREE PROGRAM IN PUBLIC AND MUNICIPAL ADMINISTRATION (Code: 050404)

1. General Provisions

1.1. The Bachelor's Degree Program in the specialty of "050404 – Public and Municipal Administration" (hereinafter referred to as the Degree Program) is developed in accordance with the Law of the Republic of Azerbaijan "On Education," the relevant resolutions of the Cabinet of Ministers of the Republic of Azerbaijan, and the "Classification of Majors (Programs) for the Bachelor's Degree Level of Higher Education (including Basic Higher Medical Education)."

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

- To define the graduate competencies, scope of the specialty, teaching and learning methods for individual subjects, assessment methods, learning outcomes, and the requirements for infrastructure and academic staff necessary for the preparation of specialists, as well as opportunities for students regarding internships, employment, and further education;

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

- To guide experts involved in evaluating the compliance of the academic training with the Degree Program.

1.3. This Degree Program is mandatory for all higher education institutions in the Republic of Azerbaijan, regardless of their subordination, ownership type, or organizational-legal form, which implement bachelor's degree training in the field of "050404 – Public and Municipal Administration."

1.4. The total weekly workload of a student in a five-day academic schedule, including both in-class and out-of-class activities, is 45 hours (excluding institutions with special designations). The number of in-class hours should not exceed 50% of the total weekly workload. The weekly workload may vary depending on the specific features of the specialty.

2. Graduate Competencies

2.1. Upon completion of the program, graduates should possess the following general competencies:

- Oral and written communication skills in Azerbaijani in the field of study;

- Communication skills in at least one foreign language in the field of study;

- Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, as well as the ability to assess the role and position of modern Azerbaijan in the global context and forecast its future development;

- The ability to identify threats and challenges facing the national state;

- Proficiency in utilizing information technologies in the workplace;

- The ability to work in teams and contribute to collaborative problem-solving;

- Adaptability to new conditions, initiative, and determination to succeed;

- The ability to identify and select appropriate additional information resources for problem-solving;

- Analytical skills to process, summarize, and apply relevant information for professional purposes;

- The ability to plan and organize professional activities, improve existing competencies, manage time, and complete tasks on schedule;

- A sense of social and environmental responsibility, civic consciousness, ethical awareness, and a commitment to quality;

- The ability for self-assessment, self-criticism, and reflective learning to enhance knowledge and skills;

- Systems thinking: The ability to analyze complex systems, recognize interconnections, understand principles of interaction across sectors and levels, and operate under uncertainty;

- Prognostic competence: The ability to foresee and evaluate different future scenarios (possible, probable, and desirable), form clear perspectives, and assess risks and consequences of actions;

- Strategic vision: The capacity to develop and implement innovative solutions for ensuring and improving sustainability at the local and broader levels;

- Collaborative competence: The ability to learn from others, understand others' needs, thoughts, and behaviors (empathy), resolve group conflicts, and participate in collaborative, multidimensional problem-solving;

- Critical thinking: The ability to analyze accepted norms and views, critically evaluate one's own position and actions, and defend views in discussions on sustainable development;

- Self-awareness: The ability to critically assess one's role in society;

- Complex problem-solving: The ability to approach complex issues using various methods and make informed, fair decisions based on the above competencies;

- Multicultural openness: The ability to understand and synthesize diverse perspectives across cultures and global diversity;

- Interdisciplinary communication: The capacity to integrate cross-sectoral approaches and make informed decisions accordingly.

2.2. Upon completion of the program, graduates should acquire the following professional competencies:

- Knowledge of the stages of development in public administration and associated schools of thought; understanding of public administration principles and innovative technologies; knowledge of the characteristics of public service organizations and methods to improve their

efficiency; the ability to plan activities, define objectives, and assess performance in public institutions. (**PC-1**)

- Understanding the fundamentals of economic theory, behaviors at the individual and enterprise levels, and major socio-economic indicators, issues, and processes. (**PC-2**)

- Familiarity with the features of markets under various competitive systems, firm behavior in different market types, and alternative interaction scenarios. (**PC-3**)

- Mastery of macroeconomic terminology, the ability to analyze open economies and propose solutions using theoretical models. (**PC-4**)

- Proficiency in mathematical, quantitative, and computational methods, and the ability to make optimal decisions using these tools. (**PC-5**)

- The ability to use general and specialized software tools (e.g., Excel, Word, PowerPoint, Photoshop) or analytical programs such as SPSS, Stata, or Python for basic analysis. (**PC-6**)

- Statistical knowledge for analyzing and organizing economic data, including the ability to collect, analyze, and forecast using both quantitative and qualitative data. (**PC-7**)

- Understanding the macroeconomic structure of the national economy, the dynamics of socio-economic indicators, and the main contours of economic policy, including the ability to perform sectoral analyses. (**PC-8**)

- Knowledge of core management concepts and theories; awareness of factors shaping management, modern management skills, principles, and organizational culture; the ability to identify and solve problems in management and organizations. (**PC-9**)

- Foundational knowledge in management and organization, the ability to define mission, vision, goals, and strategy; understanding of the uncertainties of the Fourth Industrial Revolution; conflict prevention and resolution; and analytical and systematic thinking. (**PC-10**)

- Mastery of time management, stress management, creative, critical, and analytical thinking; skills in problem-solving, decision-making, public speaking, teamwork, and leadership principles. (**PC-11**)

- Empathy, the ability to learn from others, understand their needs, opinions, and actions, resolve group conflicts, and engage in collective, multidimensional cooperation for problem-solving. (**PC-12**)

- Understanding of the principles of municipal governance, characteristics of municipal service organizations, ways to improve municipal efficiency, methods for planning activities in local self-government bodies, and the ability to conduct functional analyses.

- Must be familiar with the uncertainties that will arise in the future due to the Fourth Industrial Revolution and be able to define the mission, vision, goals, and strategy of municipalities. (PK-13)

- Should understand the concept of development and be able to assess the current and future development of the country and its regions; should have knowledge of human capital formation policy, the ability to evaluate knowledge-based development and technological achievements; should possess the skills to manage the economy, society, and the natural environment in favor of human development and ecological civilization; must be able to calculate the indicators and indices used to evaluate sustainable human development. (PK-14)
- Should understand the main forms of politics; possess foundational knowledge about political science and its role in society; be familiar with political parties and their functions; understand the fundamentals of state policy and the characteristics of modern public policy; be aware of current trends in international relations; and possess knowledge related to national security. (PK-15)
- Must understand that sustainable and inclusive development is a key priority in modern public administration; should be familiar with the factors and management approaches that ensure inclusive development, which promotes the comprehensive progress of the state and improves the welfare of all citizens; must be able to study comparative analyses conducted by international organizations; should possess knowledge and skills in the monitoring, planning, and management of sustainable and inclusive development. (PK-16)
- Should understand the concept, duties, and principles of civil and municipal service; be familiar with the governing bodies and classification of civil service; should know the classification of positions within state bodies, the legal framework of civil service, and ethical standards and behaviors in public administration and service; must be competent in institutional building, human resource policy, rotation of civil servants, enhancing their professionalism and effectiveness, and applying competency- and performance-based motivation models in civil service. (PK-17)
- Should be capable of efficient use of human resources and creating a favorable sociological and psychological climate in the workplace; must understand basic career development concepts and activities, interview preparation procedures and techniques, be able to prepare a career roadmap, and demonstrate willpower, motivation, and a positive mindset; must be skilled in professional ethics, job search strategies, application procedures, and preparation of professional CVs, résumés, motivation, and recommendation letters. (PK-18)
- Should understand the characteristics of regional governance and regional issues; must possess the skills to organize territorial and sectoral governance based on the scientific foundations of regional management; should be familiar with advanced practices in regional administration and with management methods and forms of managing scientific and technological progress at the regional level. (PK-19)
- Should be familiar with the schools of strategic management and be able to conduct strategic analysis of situations; must understand the strategic aspects of globalization; be able to define the mission and objectives of an organization; must acquire strategic management methods and be capable of providing timely managerial responses to unforeseen changes. (PK-20)
- Should possess the ability to collectively develop and implement innovative solutions aimed at ensuring and enhancing development at both local and higher levels. (PK-21)

3. Structure of the Degree Program

3.1. The Degree Program in the specialty of "050404 – Public and Municipal Administration" consists of 240 ECTS credits, corresponding to 4 academic years. The credits are distributed as follows:

Schedule 1

Number of Courses	Course Title	ECTS Credits
	General Courses	
1	**History of Azerbaijan** This course explores the historical development of the Azerbaijani people from ancient times to the modern era. It presents the political history of states formed during various historical periods and highlights heroic examples of notable figures based on historical facts. In addition to drawing lessons from the past, the primary aim of the course is to foster a broad worldview, a sense of patriotism, analytical thinking skills for historical events, and the ability to draw appropriate conclusions from political processes.	5
2	**Business and Academic Communication in the Azerbaijani Language** This course focuses on developing students' skills in delivering presentations, public speaking, and writing academic and business texts in the Azerbaijani language. Emphasis is placed on clear, professional communication within academic and professional contexts.	4
3	**Business and Academic Communication in a Foreign Language** This course aims to enhance students' written and oral communication skills in a foreign language relevant to their field of study. Special attention is given to presentation skills, public speaking, academic and business writing.	15
4	**Elective Courses** (*Elective courses are determined by the higher education institution and may vary depending on the specialization.*)	6
4.1	Philosophy	3
	Sociology	
	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	
	Core Specialization Courses	120

5	**Theory of Public Administration** This course examines the stages of development in public administration and the corresponding schools of thought. It covers the principles of organizing public administration and the methods used for activity planning in government institutions.	10
6	**Microeconomics** Microeconomics studies the behavior of economic agents (households and firms) aiming to maximize profit and utility. It analyzes the decision-making factors within different market structures and explores the advantages and limitations of market mechanisms in the efficient use of economic resources.	8
7	**Macroeconomics** This course focuses on the rational utilization of national economic resources. Topics include sustainable economic growth, macroeconomic stability, full and efficient use of resources, minimizing unemployment and inflation, and optimizing foreign economic relations. It emphasizes the role of state economic policy in addressing these issues.	8
8	**Linear Algebra and Mathematical Analysis** This course comprises two sections: "Linear Algebra" and "Mathematical Analysis." Linear algebra studies objects with linear nature such as linear equations, vector spaces, and linear transformations, while mathematical analysis uses differential and integral calculus to explore functions and variable quantities.	6
9	**Probability Theory and Mathematical Statistics** This course includes two parts: "Probability Theory" and "Mathematical Statistics." Probability theory investigates the mathematical patterns of random events, while mathematical statistics applies mathematical methods for collecting, processing, and interpreting data to identify statistical regularities.	4
10	**Information and Communication Technologies** This course provides comprehensive knowledge on the tools and methods used in modern information processes. It introduces students to current knowledge in new information and Internet technologies, which are essential components of economic processes.	8
11	**Statistics** This course explores the quantitative dimensions of qualitatively defined large-scale socio-economic events and processes. It examines their composition, distribution, and the regularities of their interdependencies in specific spatial and temporal contexts.	8
12	**Management** This course introduces the core functions of management, the roles of	7

	managers, and various organizational structures, along with their strengths and weaknesses. It also covers different leadership styles, group and team dynamics within organizations, organizational culture, and the advantages of diversity.	
13	**Foundations of Political Science** The course provides fundamental knowledge on the primary forms of politics, the role of political science in society, the structure and functions of political parties, and the principles of state policy. It also explores the contemporary aspects of governance in the modern era.	6
14	**Fundamentals of Human Development** This course addresses the concept of development and evaluates current and future development at the national and regional levels. It includes human capital formation policies, knowledge-based development, the assessment of technological achievements, and the calculation of indices and indicators for sustainable human development.	4
15	**Civil Service** The course covers the concepts, duties, and principles of state and municipal service, the classification of public administration bodies and their functions, and the institutional development of the civil service system. It emphasizes personnel policies, civil servant rotation, professional development, performance efficiency, competency models, and advanced motivation systems.	8
16	**Municipal Administration** This course examines the principles of municipal governance, features of municipal service organizations, and methods for improving their efficiency. It includes planning methods for local self-government bodies, functional analyses, the uncertainties related to the Fourth Industrial Revolution, and the development of a municipality's mission, vision, goals, and strategies.	8
17	**Regional Governance** This course explores the features and challenges of regional administration, the organization of territorial and sectoral governance within regions, and best practices. It also includes analysis of regional management methods and evaluation of the effectiveness of state program implementations.	6
18	**Ethics in Public Administration** The course teaches practical knowledge of ethical standards in public administration. It explores the principles of ethical behavior, the formation of actions aligned with those principles, and the role of moral and ethical norms within the civil service system.	6
19	**Management of Sustainable and Inclusive Development** This course focuses on the modern relevance, significance, and key indicators of sustainable development. It covers the historical development of sustainable	6

	development concepts, and the main indicators used to measure progress. The course also explores inclusive development, its core indicators, technologies for managing inclusive processes, and Azerbaijan's prospects for inclusive growth.	
20	**Human Resource Management** This course equips students with the knowledge to use human resources effectively and foster a positive socio-psychological environment within organizations. It introduces career concepts, career development activities, job interview preparation procedures, job search strategies, and application processes.	4
21	**Strategic Management** This course focuses on the formulation of organizational strategies based on internal and external environment analysis. It evaluates the extent to which implemented strategies align with corporate objectives and investigates the principles of conducting strategic management within the framework of social responsibility and ethical values.	6
22	**National Security** The course presents the theoretical foundations of national security, concepts related to national interests, the tools and mechanisms for ensuring security, and the international security system. It also discusses Azerbaijan's national security policy and its strategic directions.	4
23	**Civil Defense** This course covers rules and procedures aimed at ensuring personal safety and health protection in an era of increasing global emergencies. It includes identifying and assessing hazardous factors, protection methods, risk mitigation strategies, and measures for responding to and recovering from accidents and disasters during both peacetime and wartime.	3
…	**Courses Determined by the Higher Education Institution** These are institution-specific courses defined individually by each higher education institution and are included in the relevant program curriculum.	60
Internships and Practical Training		30
1	Career Planning	5
2	Soft skills	9
3	Hard skills	10
4	Industrial Internship / Project	6

TOTAL	240

4. Teaching and Learning

4.1. The teaching and learning environment must be organized so that students can achieve the learning outcomes outlined in the curriculum. Courses are offered by the higher education institution (HEI) considering the experience of the faculty, research infrastructure, and local and international employment opportunities. The courses designated by the HEI should include elective options for students and facilitate their participation in foreign exchange programs.

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

4.3. Teaching and learning methods should be continuously reviewed and improved, taking into account innovative educational practices. The regular enhancement of these methods must be part of the university's quality assurance system.

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

- Lectures, seminars, practical assignments
- Presentations, discussions, debates
- Independent work/research (e.g., working with case studies)
- Projects
- Problem-based learning
- Fieldwork
- Role-playing
- Reports
- Group assessments
- Expert methods
- Video and audio conferencing technologies
- Video and audio lectures
- Distance learning
- Simulations etc.

Note: The selection and adaptation of these methods depend on the specifics of the specialty.

4.5. A balance between theoretical instruction and practical training should be maintained. Emphasis must be placed on strengthening practical skills in line with the evolving needs of the labor market.

4.6. The educational program should support student independence and foster a lifelong learning concept. Upon completing the program, students should be able to work independently in any chosen field and continue their education throughout life.

5. Assessment

5.1. Assessment should be organized to effectively measure whether students have achieved the expected learning outcomes. It should allow for monitoring progress, evaluating the extent to which program outcomes have been achieved, encourage feedback exchange with students, and provide a basis for improving the educational program.

5.2. Assessment methods must be described in relevant documents (e.g., course syllabi) and be publicly accessible (e.g., university website, program brochures).

5.3. Assessment methods should be continuously reviewed and enhanced based on innovative teaching practices. Regular updates of assessment methods must be part of the HEI's quality assurance system.

5.4. Different assessment methods should be applied to promote a student-centered approach and encourage active student participation. Examples include:

- Written assignments

- Knowledge and skills tests, computer-based tests

- Oral presentations

- Surveys

- Open discussions

- Internship and fieldwork reports

- Skill evaluations based on practical/laboratory observations

- Project reports

- Portfolio assessment

- Frontal questioning

- Group and self-assessment etc.

Note: These methods can be selected or modified according to the specifics of each course.

5.5. Assessment methods must be based on clearly defined criteria and should accurately and reliably measure the level of knowledge, skills, and competencies acquired by students throughout the program. Teachers must adhere to principles of transparency, impartiality, mutual respect, and humanism during assessment.

5.6. Students must be given opportunities to discuss all aspects of their education, including assessment, with teachers and evaluators. The HEI should establish procedures for the assessment process and appeals in accordance with relevant regulations.

5.7. Academic ethics plays a crucial role in the education process. Students should be taught academic integrity and the issues of plagiarism. They must be informed about intellectual property rights related to intellectual work.

6. Program and Course Learning Outcomes

6.1. Defining the program learning outcomes and those of individual courses, as well as preparing course syllabi, is the responsibility of the HEI and academic staff.

6.2. Learning outcomes must be determined according to the format provided in Annex 1. The matrix linking courses and learning outcomes must be reflected in Annex 2.

6.3. To ensure the theoretical and practical content of the program meets the changing needs of society and the labor market, syllabi must be regularly updated.

7. Infrastructure and Human Resources

7.1. The program's curriculum must provide the necessary material and technical base, including classrooms and laboratories equipped with appropriate ICT, computer labs, workshops, etc., for conducting classes, practical sessions, and research work. Students must have access to the institution's local network, the internet, databases, electronic libraries, and search systems.

7.2. The academic staff of HEIs usually hold academic degrees. Highly qualified specialists from other state or private institutions and/or other relevant organizations, as well as persons holding at least a Master's degree in the relevant specialty, may also be involved in teaching.

8. Internship

8.1. Internship is essential for applying theoretical knowledge in practice and strengthening professional skills. The organization of internships depends on the specifics of the specialty and may be regulated by the HEI.

8.2. Internships can be organized at private companies, state institutions, research laboratories (including universities, the Azerbaijan National Academy of Sciences, private local or international organizations and companies, etc.).

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

1. The student learns to properly plan their career;

2. Gains soft skills;

3. Acquires hard skills;

4. Completes an internship in an organization or fulfills a project commissioned by the organization.

8.4. Mastery of career planning and soft skills subjects enables students to develop self-improvement and opportunity assessment capabilities during their studies. For example, the "Career Planning" course equips students with foundational career knowledge, career development activities, preparation of career roadmaps, willpower, motivation, positive thinking, business ethics, job search strategies, proper application procedures, and preparation of professional CVs, resumes, motivation and recommendation letters, as well as interview preparation and techniques.

The "Soft Skills" course teaches effective time management, stress management, creative, critical and analytical thinking, problem-solving and decision-making techniques, public speaking, fluent speech development, body language, correct presentation techniques, teamwork skills, and principles of leadership.

The "Hard Skills" course helps students proficiently use Excel tools commonly used in the workplace, project management software, oral and written communication rules, fundamentals of digital literacy, and ways to build a personal brand.

8.5. Internship organization will be offered in two forms. Students investigate available internship opportunities in companies and institutions and submit agreements approved by the host organization to the university. Mastery of career planning, soft, and hard skills increases their chances of success in the professional world. Prior to internships, a contract must be signed between the HEI and the host organization. Also, upon individual request, students may be allowed to complete internships in other organizations or abroad, compatible with their specialty. The contract stipulates conditions, rights, obligations, and other necessary details.

8.6. The second form of internship organization involves executing commissioned projects from the business sector. Research needs, improvement opportunities, and problem-solving tasks identified by companies and institutions are analyzed collaboratively by students and mentors and submitted as projects to the commissioning organizations.

8.7. Internship assessment is conducted by representatives from the professional sector after evaluating the submitted projects.

9. Employment and Lifelong Learning

9.1. Graduates of the "050404 – Public and Municipal Administration" program can work in central and local government bodies, local self-government agencies, local and regional centers, public institutions and companies regardless of their legal status, international organizations, as well as relevant departments of scientific and educational institutions in compliance with existing regulations.

9.2. The HEI must regularly conduct surveys on graduates' employment and post vacancy announcements on its website.

9.3. Graduates of the program may continue their education in all Master's programs included in the "Economics and Management" specialty group.

9.4. The knowledge, skills, and approaches acquired during studies are prerequisites for graduates to pursue lifelong independent education.

Razılaşdırılmışdır:

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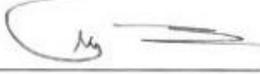
_____ Yaqub Piriyev

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

_____ Ədalət Muradov

" 30 "   06   2020-ci il

Appendix 1

Learning Outcomes of the Educational Program and Courses

Higher education institutions must define the expected learning outcomes for the Educational Program as well as for each individual course. The tables below should list at least six learning outcomes (separately for the Educational Program and for each course).

Learning Outcomes of the Educational Program and Courses
PLO 1: Demonstrate the ability to define the mission, intent, objectives, and strategy of state and municipal organizations; understand planning methods used in state and municipal administrations; and conduct horizontal and functional analyses across all levels of public administration and local self-government bodies.
PLO 2: Understand the principles of organization in state and municipal governance, characteristics of public and municipal service, methods to improve functional efficiency, and evaluation of result-oriented performance in these services.

PLO 3: Manage business organizations at the state and commercial levels; formulate business strategies and apply appropriate methods to achieve organizational goals.

PLO 4: Master efficient management methods of public finance, including the fundamental concepts and principles involved in budgeting, budget formation, and execution processes.

PLO 5: Understand the requirements imposed on managers in the state and municipal sectors, including motivation, adaptation, and career development pathways for personnel.

PLO 6: Identify contemporary uncertainties in governance, management qualities, organizational skills, hierarchical and interactive principles, and develop objective collegial decision-making skills.

"Theory of Public Administration" Course Learning Outcomes (CLO)

CLO 1: Acquire knowledge and analytical skills regarding fundamental concepts, principles, theories, models, and paradigms related to public administration.

CLO 2: Develop conceptual knowledge in public administration and apply this knowledge effectively within public institutions.

CLO 3: Gain competencies in decision-making and implementation processes within public administration.

CLO 4: Analyze and solve management problems both individually and in teams; evaluate efficiency indicators of public administration.

CLO 5: Master the development of partnerships for effective and innovative delivery of public services to citizens, prioritizing strategic thinking and aligning goals with resources.

CLO 6: Forecast challenges in 21st-century governance and understand the impacts of globalization on public management.

"Information and Communication Technologies" Course Learning Outcomes (CLO)

CLO 1: Recognize the essential role of information handling skills for efficient and high-quality management; understand digital fundamentals of information processing.

CLO 2: Understand technical tools and computational technologies for processing information in management, including algorithms and software applications.

CLO 3: Utilize modern information technologies, including web technologies and object-oriented programming languages, within contemporary IT environments.

CLO 4: Learn methods for searching, processing, and distributing services in computer networks; study data mining techniques related to socio-economic databases.

CLO 5: Apply modern electronic technologies in conducting data analysis.

CLO 6: Select and organize optimal technical and software tools available globally for given objects or tasks.

"Statistics" Course Learning Outcomes (CLO)

CLO 1: Understand the subject, methods, and tasks of statistics; conduct statistical observation and grouping; construct statistical tables and graphs.

CLO 2: Analyze absolute and relative quantities, measures of central tendency, and variation indicators in statistics.

CLO 3: Study statistical relationships, dynamics series, their analyses, and indices.

CLO 4: Grasp general issues of socio-economic statistics including population, labor market, and living standards statistics.

CLO 5: Understand national wealth statistics, national accounts, and macroeconomic statistical indicators.

CLO 6: Study statistics of goods and services markets, including prices, tariffs, inflation, financial statistics, and foreign economic relations statistics.

"Management" Course Learning Outcomes (CLO)
CLO 1: Explore management principles regulating managerial relationships; understand dynamics of management under contemporary uncertainties; develop managerial organizational, analytical, and communication skills relevant to state and municipal governance.
CLO 2: Study principles and values forming and regulating management relationships.
CLO 3: Learn goal-setting and methods to achieve organizational objectives, manage conflicts, stress, resistance to change; study economic, administrative, and socio-psychological management methods.
CLO 4: Develop skills to make optimal management decisions under conditions of certainty and uncertainty.
CLO 5: Understand human resource groups, internal group dynamics, social-psychological environment; study leadership qualities, power mechanisms, and leadership styles.
CLO 6: Study management rules, norms, values, organizational culture, and management ethics.

"CIVIL DEFENSE" Course Learning Outcomes (CLOs)
CLO 1. Explain the fundamental principles and purpose of civil defense and articulate its role in promoting health protection and the development of moral and psychological resilience.
CLO 2. Identify and classify different types of emergencies and disasters that may occur during peacetime and wartime.
CLO 3. Describe the organizational structure, main forces, and responsibilities involved in civil defense operations.
CLO 4. Demonstrate the ability to implement measures for decontaminating radioactive and chemical exposure affecting people and equipment.
CLO 5. Apply knowledge of individual and collective protection strategies against weapons of mass destruction.
destruction. CLO 6. Perform essential rescue and emergency response tasks during crisis situations.

"Fundamentals of Political Science" Course Learning Outcomes (CLOs)
CLO 1. Discuss the main political issues addressed by classical political philosophy and modern political science.
CLO 2. Differentiate the concept of power from related notions such as authority, influence, and impact, and identify various manifestations of power.
CLO 3. Define and distinguish various definitions of social institutions.
CLO 4. Understand and explain the primary functions of social and political institutions.
CLO 5. Identify the key characteristics of the modern state and classify different political regimes.
CLO 6. Recognize the features of democracy as a political regime, discuss its theoretical models, and evaluate political changes.

Fundamentals of Human Development" Course Learning Outcomes (CLO)
CLO 1. Analyze the characteristics and ongoing processes of human development, evaluate their planning and management, and utilize specific indicators to improve current activities.

CLO 2. Examine in detail the main indicators of human development and assess the criteria of socio-economic growth.
CLO 3. Evaluate the role of educational factors, analyze modern development trends, and plan and manage according to labor market demands.
CLO 4. Conduct a comprehensive analysis of health as a key factor in human development, including life expectancy and social support issues.
CLO 5. Clarify economic indicators, assess income inequality and its dynamics, perform comparative analysis with other countries, and propose strategies to reduce inequality.
CLO 6. Evaluate ongoing processes instrumentally, provide retrospective analysis, and attempt to forecast future trends.

"Municipal Management" Course Learning Outcomes (CLO)
CLO 1: Understand the concept, essence, content, and theories of local self-government.
CLO 2: Analyze the local self-government systems, specifically the Anglo-Saxon and French models.
CLO 3: Explain the charters of municipalities, functions of local self-government, powers of municipalities, and the mechanisms of interaction between state and local self-government bodies.
CLO 4: Identify the forms of implementation of local self-government, including municipal elections, local referenda, neighborhood committees, citizen assemblies, and municipal associations.
CLO 5: Understand the financial and economic foundations of local self-government: municipal budgets, budgeting processes, and the formation and management of municipal property.
CLO 6: Evaluate the formation and development challenges of municipalities in Azerbaijan, their role in regional development, the international experience of local self-government and its application in Azerbaijan, and staffing of local self-government bodies.

"Regional Management" Course Learning Outcomes (CLO)
CLO 1. Explain the subject, methods, and content of regional management, including key theories related to regional governance.
CLO 2. Analyze the organization of territorial and sectoral administration and evaluate best practices in improving regional governance forms.
CLO 3. Describe the system of management methods applied in regional economics and assess strategies for entrepreneurial development within regions.
CLO 4. Understand the fundamentals of managing scientific and technological progress in regional administration and identify different forms of regional governance.
CLO 5. Evaluate the enhancement of regional management systems, emphasizing the role of goal-oriented management methods and targeted state programs in regional governance.
CLO 6. Assess international experiences in regional management and apply modern management technologies in the regional context.

"Civil Service" Course Learning Outcomes (CLO)
CLO 1. Understand and analyze the fundamental concepts, principles, models, theories, and paradigms of civil service.
CLO 2. Acquire conceptual knowledge of civil service and apply this knowledge effectively within government institutions.

CLO 3. Comprehend global challenges and trends in civil service; study and critically evaluate national and international theoretical and practical innovations and apply this knowledge comparatively.
CLO 4. Develop a systematic understanding of the Azerbaijani civil service system, learn from international experiences, and appreciate the unique characteristics of professionals working in various sectors (public, private, NGO, local self-government).
CLO 5. Recognize the importance of effective civil service management as a critical component of public administration.
CLO 6. Utilize theoretical and practical knowledge to analyze civil service-related events and facts scientifically using appropriate methods and techniques.

"Ethics in Public Administration" Course Learning Outcomes (CLO)
CLO 1. Acquire practical knowledge of the application of ethical rules in public administration and develop decision-making skills to resolve ethical dilemmas.
CLO 2. Demonstrate the ability to compare alternative perspectives on ethical issues in public administration.
CLO 3. Understand the principles of ethical behavior in public administration, foster ethical conduct, and recognize the role and importance of moral and ethical standards within the civil service system.
CLO 4. Exhibit exemplary behavior in public administration, avoid inappropriate conduct, and increase awareness of the roles of decision-makers in situations involving ethical conflicts.
CLO 5. Enhance awareness of the expected ethical behavior of public officials to improve efficiency and transparency in state institutions.
CLO 6. Apply general societal ethical values and universally accepted ethical principles relevant to public service duties in the performance of official responsibilities.

"Management of Sustainable and Inclusive Development" Course Learning Outcomes (CLO)
CLO 1. Recognize inclusive development as a key priority in modern public administration, emphasizing the importance of studying comprehensive state development and the application of innovative technologies in governance.
CLO 2. Analyze the efficient utilization of the country's inclusive development potential and evaluate its socio-economic processes.
CLO 3. Enhance students' worldview by fostering knowledge exchange and improving analytical skills.
CLO 4. Develop and improve knowledge and skills related to the monitoring, planning, and management of sustainable and inclusive development.
CLO 5. Elevate the knowledge levels of students across precise, humanitarian, and technical disciplines concerning inclusive development.
CLO 6. Apply acquired knowledge and skills to participate in new projects and programs, supporting career advancement.

"Human Resource Management" Course Learning Outcomes (CLO)
CLO 1. Understand the essence and objectives of human resource management technologies.
CLO 2. Know the history and development path of human resource management, including key theoretical and practical approaches.
CLO 3. Acquire practical skills in conducting activity analyses within human resource management.

CLO 4. Develop foundational understanding of the role and competencies of a human resource management specialist.
CLO 5. Master strategic issues related to workforce management, including key techniques used for workforce planning and forecasting.
CLO 6. Recognize human resource management technologies as a crucial component of effective organizational management.

"Strategic Management" Course Learning Outcomes (CLO)
CLO 1. Understand the schools of strategy, strategic management, and strategic planning, including the analysis of internal and external environments and the structure of the strategic management system.
CLO 2. Analyze strategic marketing and situational factors using modern strategic analysis techniques.
CLO 3. Examine the strategic aspects of public and municipal administration, as well as the strategic implications of globalization.
CLO 4. Comprehend the concepts and principles underlying strategy formulation.
CLO 5. Identify and apply various strategic management models.
CLO 6. Develop the ability to make optimal management decisions under conditions of certainty and uncertainty and select the most effective strategy.

"National Security" Course Learning Outcomes (CLO)
CLO 1: Understand the theoretical foundations of national security.
CLO 2: Comprehend the theoretical concepts related to the protection of national interests and national welfare.
CLO 3: Identify the main tools and resources for ensuring national security.
CLO 4: Analyze the fundamental principles, tasks, and requirements of national development policy.
CLO 5: Examine the international security system, including its formation, legal basis, nature, geopolitical dimensions, and demands.
CLO 6: Evaluate the main directions of Azerbaijan's national security policy.