

„BSc in Public Administration”

Balti State University „Alecu Russo”

Work Package 4

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1 INTRODUCTION

The purpose of Work Package 4 (WP4) is to develop a bachelor's degree programme in Public Administration [Annex 2], based on the implementation of PBL methodology, student centered teaching and learning, active learning at the State University "Alecu Russo" in Balti (USARB). Specifically, this report will propose an innovative bachelor's degree programme based on PBL in the field of study "Public Administration", implemented since 1 September 2017 [Annex 2].

In this report, we rely on the findings outlined in WP2 and WP3 that we have developed between 2015-2017. We also rely on the experience we have accumulated during our study visits and staff mobility at EU partner universities as well as the experience gained during the PBL training sessions offered by EU project partners in Chisinau.

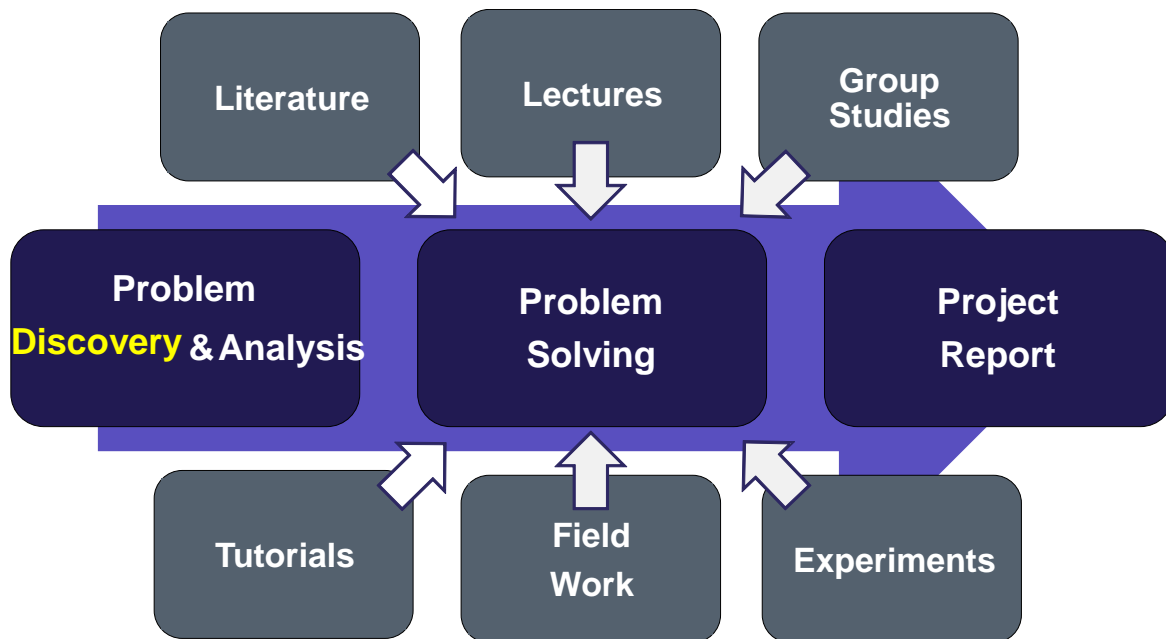
As a result of these work packages, a re-conceptualized educational plan was developed for the specialty "Public Administration", which has been implemented since 1 September 2017 at the USARB [Annex 2],

For the elaboration of the educational plan for the "Public Administration" study programme, there were taken into account the experience of the universities of the European Union visited during the elaboration of Work Packages 2 and 3, the content of the educational plan for this specialty valid until 1 September 2017 and the provisions the legal framework in force in the Republic of Moldova. Also, the report presents a *roadmap* outline necessary for the implementation of the respective study programme, indicating the normative acts necessary to be adjusted to increase the degree of academic autonomy of the universities in the Republic of Moldova [Annex 5].

1.1 KEY ASSUMPTIONS

There is no PBL model suitable for all purposes. However, PBL-based models are mainly based on two key assumptions. The first assumption is that work on the project is in the *center*, at the basis, consisting of discovery and problem analysis, problem solving and project report (Figure 1). The second assumption assumes that other teaching and learning (face-to-face) activities such as literature, lectures, group studies and tutorials are designed to *support* work on the project. These two assumptions will also be at the base of our PBL, PBL-based bachelor's degree programme in Public Administration, teaching and student-centered learning, active learning.

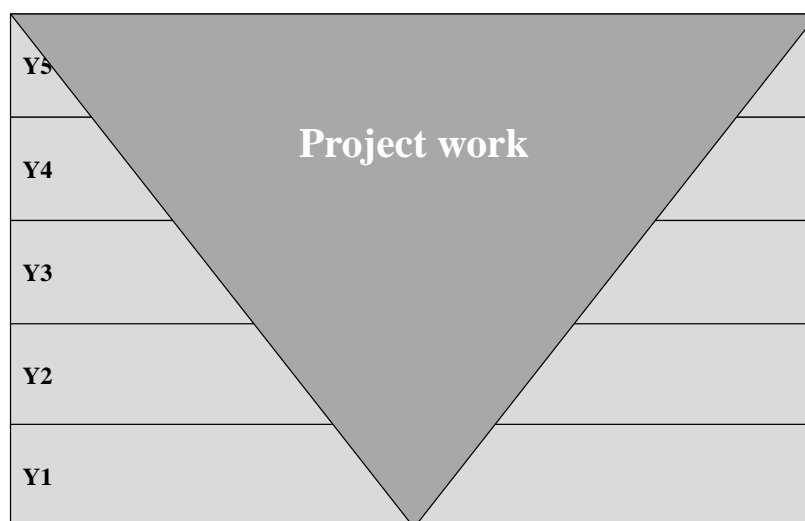
Figure 1: PBL Model at AAU: An example



Source: AAU, 2017 (the word "Discovering" is introduced by Romeo V. Turcan)

Another assumptions relates to the relationship between work on the project and face-to-face activities. In the context of this report, wholly based on PBL, this means a study programme in which there is a 50:50 sharing between student work on the project and face-to-face activities (such as lectures, seminars, workshops, laboratories and experiments). An example of progression is presented in Figure 2. Of course, there are many ways to distribute the relationship between work on the project and face-to-face activities during the semesters; the main purpose is to achieve an approximate 50:50 time sharing for the duration of the study programme.

Figure 2: An example of 50:50 time sharing between project work and face-to-face activities



Source: Louise Faber, PBLMD 2016

1.2 EXPECTED OUTCOMES

The knowledge-based society, the education technology, the surplus and increased access to information, the dynamics of the labor market, the multitude of educational service providers lead to profound and multidimensional transformations at the level of the universities of the Republic of Moldova, in order to increase their competitiveness on a national level and, why not, international, which imposed a new way of thinking and conceiving the whole higher education system. In this respect, the higher education system must offer learning and training opportunities that are constantly adapted to the rapid changes in science, technology and the labor market. This presupposes the existence of a higher quality education that provides a curricular compatibility that offers the possibility of training competencies in accordance with the labor market requirements, optimal study conditions, materials, equipment and modern methods, centered on the student.

PBL is a student-centered training model based on research where students commit themselves to solving a genuine, poorly structured problem that requires more in-depth research (Jonassen & Hung, 2008). Students identify the gaps in their knowledge, conduct research, and apply what they have learned to develop solutions and present their findings (Barrows, 1996). Through **collaboration and research**, students can cultivate **problem solving** (Norman & Schmidt, 1992), **metacognitive skills** (Gijbels et al., 2005), **learning commitment** (Dochy et al., 2003) and **intrinsic motivation**.

When designing the PBL-based pilot study programme [Annex 2], we took into account the degree of use of the PBL method in the various universities we visited and the experience we studied, including the use of other active teaching methods. Each university has its own specificity and an individual approach per programme on the use of active teaching methods, especially of PBL. In the context of teaching legal subjects in study programmes subject to analysis for the specialty “Public Administration”, we found that PBL does not apply to the same extent as in other programmes. For example, in the Science of Law, being a rigid and static one, students can not excel without profound theoretical knowledge.

In order to start this pilot programme [Annex 2], an updated version of the educational plan for the “Public Administration” specialty has been developed, where teachers will use active teaching methods, especially PBL, within the various disciplines. The desirability of reaching the 50 to 50 ratio between courses and the project is difficult to achieve within the “Public Administration” specialty because of the specifics of the subjects taught, including the limitations imposed by the legal framework. In this context, we come to the conclusion that, in the process of implementing the study programme based entirely on PBL, the Framework Plan for Higher Education, approved by Order of the Minister of Education no. 1045 of 29.10.2015, may present some inconvenience from the following perspectives:

- although it mentions university autonomy as a fundamental principle in the process of exercising academic freedom, the Framework Plan significantly reduces it by obliging universities, when developing educational plans, to compulsory include disciplines for the training of general skills and competences (10%) and disciplines of socio-humanistic orientation (10%). In this way, the proportion of fundamental and specialized disciplines,

which contributes to the training of professional skills of future specialists, is diminishing proportionally;

- given that the duration of the studies in the Public Administration specialty is of three years, the compulsory inclusion of disciplines that do not develop the concrete professional skills leads to the natural exclusion from the educational plan of some courses inherent in the formation of the future specialist.

Taking into account the above mentioned and taking into account the legislative constraints that cannot be removed without causing some long-term effects, it was decided, by the project team, in agreement with the decision-makers of the USARB, to develop a realistic educational plan, which has chances of implementation and which is PBL oriented. For success, it is necessary for all those who are teaching to realize that it is necessary to emphasize students' thinking, their involvement in project development, solving problems that are related to practical life (by finding new, original solutions to them), on scientific research and learning new research techniques, stimulating the student's thinking, imagination, creativity and originality, thus removing the lack of motivation and formalism of both sides of the didactical process. The expected outcomes both at programme level and at institutional level are presented in Table 1.

Table 1. Expected outcomes

Expected outcomes	For learners	For trainers
At programme level	<ul style="list-style-type: none"> • increasing attendance at classes; • increasing confidence • improving attitudes towards learning; • assuming greater responsibility for their own learning process; • possibilities of developing complex competences, such as: higher level cognitive capacities, problem solving, collaboration and communication; • integration of students from different social and cultural backgrounds. 	<ul style="list-style-type: none"> • structuring problems as learning opportunities; • collaborating with colleagues to develop interdisciplinary projects; • "managing" the learning process; • the proper integration of modern technologies into the teaching process; • designing authentic assessment methods and tools; • opportunities for professional development.
At institutional level	<ul style="list-style-type: none"> • motivating students from other programmes to engage in their own learning; • activating student self-governance structures in terms of their involvement in the academic process 	<ul style="list-style-type: none"> • increasing the number of students by attracting new students to the university by offering programmes that take into account the students' learning needs and

	<p>(initiatives to modify other programmes as well);</p> <ul style="list-style-type: none"> • in-depth study of international languages by students from other programmes; • increasing lifelong learning culture (LLC). Students who have graduated from PBL-based programmes will learn more lessons alone and will be more inclined to think more practical and logical, having the ability to tackle all kinds of problems from the moment of their appearance, turning them into a learning experience. PBL can develop the skills of graduates for lifelong learning, making them more efficient at their workplace and enabling them to bring valuable contributions to the society they live in. 	<p>these are carefully considered;</p> <ul style="list-style-type: none"> • their retention in the university. If the university uses the PBL approach, there will be a low tendency for students to abandon their studies. This is due to flexibility in programmes using PBL, and students engage in their studies more than when there applied traditional training methods. Indeed, students feel more appreciated when they learn in the PBL environment because they are given great importance to their learning needs; • improving the quality of the didactic process in particular and the quality culture at an institutional level; • increasing the degree of autonomy and academic freedom, because the role of the teacher is that of a mentor that encourages the student to justify his thinking and express it by formulating and solving problems.
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2 OUR VISION ON THE BACHELOR'S DEGREE PROGRAMME BASED ON PBL– 0400.1 PUBLIC ADMINISTRATION

One of the weaknesses of the national system of university education is the inefficiency of the mechanism of interaction of the higher education institutions with the research-development field, with the business environment and the labor market. This leads to a low level of motivation and accountability for learning outcomes by students, causing inconsistency between university professional training and labor market needs.

The listed inequalities are the result of an educational practice accepted in the national university education in which the teacher sets the emphasis on the process of teaching the knowledge, followed by their assessment, giving minor importance to the learning process of the student. The situation would be different if the correlation between these three teaching-learning-evaluation processes is equivalent, and the teaching is not confined to simply passing on knowledge.

The teacher renounces from the delivery of knowledge as a product, focusing on the “knowledge as a process” model, paying attention to the learner’s learning, motivation, counseling, and orientation needs.

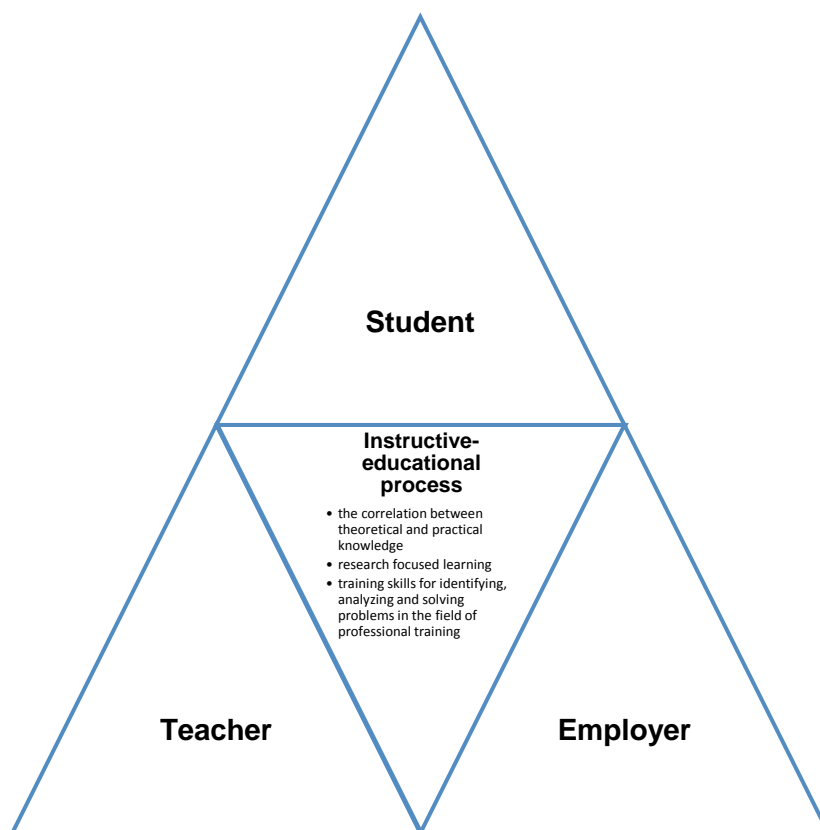
Changing from *teacher-centered education* where teachers offer students ready-made, pre-fabricated cognitive products as a balance of truths expressed through knowledge given to learners, stimulating predominantly memorial and reproductive exercises and capacities, to *student-centered education*, the teaching staff stimulate the students’ thinking, materialized through the results of research projects, solving problems related to social life, scientific research and learning new research techniques, stimulating the learner’s thinking, imagination, creativity and originality, thus removing the lack of motivation and formalism of both educational agents.

Changing the emphasis from teacher-centered education to student-centered education turns the student into an active subject of the educational act perceived as a partner of the teaching staff. Completing this education and training process, by involving a new subject, labor market representatives, allows the study programme goals to be continually reported to labor market requirements, and graduates of study programmes have a higher degree of employability.

Transfer of PBL methodologies to other study programmes. Following study and mobility visits at European universities, USARB teachers have begun to implement new teaching methods, centered on the PBL methodology, both in the “Public Administration” specialty and in the “Law” specialty. Changes have been made to curricula of course units, with group work assignments being set up, which use the hours planned for individual study. Students identify the most pressing problems in the field of justice, and under the guidance of teachers, based on the PBL, they are guided by course holders, grouping together, trying to find solutions and propose changes to the law *ferenda*.

The transfer of competences acquired during the mobility period for the introduction of the PBLMD methodology in the specialty “Public Administration” and the training of the students from the “Law” specialty is a natural thing because the specialties are related and the training of the specialists in both specialties is ensured by the same teaching staff. Several disciplines in the

educational plan of both specialties are commune; they are taught in the torrent since the first year of studies (e.g. General Theory of Law, European Civilization, EU Institutional Law).



Studying the experience of European universities and teaching methods applied in university education, in particular, problem-based education (PBL), allowed us to re-conceptualize the teaching style, teaching methods and procedures used, and gradually implement the PBL within the pilot programme in the specialty 0400.1 Public administration, but also the Law specialty.

The purpose of the pilot programme is to move from classical (theorized) education, where the teacher is an information provider, and the student is the recipient of the information, to PBL (problem-based education) and thus train specialists competitive on the labor market and qualified in their professional training field [Annex 2].

The distinctive features of the programme are to ensure high-quality professional training for all who want to build a career in central and local government structures, as well as in specialized departments within public companies. Professional training is focused on the acquisition of: the scientific and normative foundations of the theory of constitution; the general principles of the political system and the various management mechanisms; developing skills and training practical skills in public administration.

2.1 OVERVIEW

The educational plan for the specialty 0400.1 Public Administration was adapted to the objectives of the project “Introducing Problem Based Learning in Moldova: Toward Enhancing

Students' Competitiveness and Employability", under the European programme ERASMUS+, being elaborated in accordance with the provisions of the national normative acts.

The flowchart of the educational plan [Annex 2] was outlined in accordance with the provisions of the Framework Plan and the National Qualifications Framework¹, being oriented towards the training of specialists in the field of public administration with the appropriate qualification.

The programme duration is 3 years, i.e. 180 ECTS credits, the year of study being divided into two semesters of 15 weeks each.

The duration of studies, level of qualification, general field of study, field of professional training, specialty, correlation between total number of credits and total number of study hours, certification, title obtained at the end of studies, admission basis, names and contents of course units, the language of instruction, the length of internships, the semestrial examination rules and the final assessment method comply with the standards set by the regulatory acts and can be seen in the table below.

Key features of the Public Administration pilot programme	
Education organization form	Full-time education
Level of qualification	Level 6 ISCED
General field of study	040 Administrative Sciences
Field of professional training	0400 Administrative Sciences
Specialty	0400.1 Public administration
Total number of study credits	180/5400 study hours
Certification	Bachelor's degree
Title obtained at the end of the studies	Bachelor in Administrative Sciences
Admission basis	Baccalaureate diploma or an equivalent study document; higher education diploma
Language of instruction	Romanian
Length of studies	3 years

¹ The program is developed in accordance with the National Qualifications Framework (NQF) for the Public Administration specialty. The NQF is the regulatory act establishing the structure of qualifications and ensuring national recognition as well as the international compatibility and comparability of qualifications acquired within the higher education system. Through it, all the learning outcomes gained in the higher education system can be recognized, measured and related. The National Qualifications Framework respects the traditions and experience of Moldovan higher education and is compatible with the General Framework of Qualifications in the European Higher Education Area.

Semester projects	Compulsory in semesters 1-6, in an amount of 40 credits, which represents 22.22%
Internships	Mandatory in semesters 4 and 5, in an amount of 18 credits
Examination and assessment rules	The 100% weight of the grade in the final assessment at the course units is composed of 40% the exam grade and 60% the grade from on the current assessments (the grades obtained during the control papers, tests, seminars, laboratory works, and theses).
Evaluation method at the end of the study programme	Defending the bachelor's degree thesis
Perspectives (rights) for graduates	Employment or continuation of studies in the second cycle – master's degree studies

The total number of study hours foreseen in the plan is 5400, of which the number of direct contact hours is 2700 and the number of independent working hours is 2700.

The share of ECTS credits of the course units in the educational plan is the following:

1. The *fundamental* (F) component consists of 58 *ECTS credits*. (The Framework Plan provides 36-63 ECTS credits).
2. For the *general skills and competences* (G) component, the plan provides 14 *ECTS credits*. (The Framework Plan provides 9-18 ECTS credits).
3. For the *socio-humanistic orientation* (U) component, the plan provides 12 *ECTS credits*. (The Framework Plan provides 9-18 ECTS credits).
4. For the core *specialization* (S) component, the plan provides 64 *ECTS credits*. (The Framework Plan provides 54-72 ECTS credits).
5. *Internships* - 18 *ECTS credits*. (The Framework Plan provides 18-22 ECTS credits).
6. *Elaboration and defense of the bachelor thesis*: documentation, investigation, research, experimentation, drafting, presentation, public defense - 14 *credits ECTS*. (The Framework Plan provides 9-18 ECTS credits).

The study process combines direct teacher-student contact activities with students' individual study activity. The ratio of direct contact hours and individual study is 1: 1. The overall workload of the student's individual work is 2700 hours, which represents 900 hours per year or 450 hours a semester.

In order to capitalize the individual study activities in the curricula of the course units, the component - *Individual study activities*, describing the individual study activities, was included; the way how to accomplish learning activities (individually or in groups); the criteria for evaluating learning products, and guiding students' individual work is done by course unit holders.

In addition to the classical didactic methods and procedures used by the course unit holders, we mention that new methods, including the method of projects, the case study method, simulation methods, etc., have been introduced in the teaching-learning-evaluation process.

The teaching methods indicated are used by the teaching staff, depending on the particularities of the course units, both in the lectures, according to the curricular provisions, as well as in the extracurricular activities, which pay particular attention to the team work activities.

Achieving the outcomes of this educational offer depends on the emphasis on the learner (student), which becomes the active subject of the qualitative and productive educational process, and the effective application by the trainers (teaching staff) of the teaching methods and procedures, of problem-based education, facilitates the formation of the following *professional and transversal competences*:

Professional competences:

CP1. Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.

CP2. Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions.

CP3. Identifying, analyzing and solving problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way.

CP4. Drafting, reviewing and adopting decisions on administrative work.

CP5. Strategic planning of current professional and staff work, with a view to developing institutional and medium-term perspectives.

CP6. The use of modern technologies, of various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.

Transversal competences:

CT1. Rigorous, efficient, responsible and timely implementation of professional tasks in a spirit of initiative and in accordance with ethical principles and professional ethics.

CT2. Applying grouping techniques, learning and exercising specific roles in teamwork, developing interpersonal communication skills, and taking responsibility for decision-making.

CT3. Self-assessment of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.

The formation of the nominated competences will be possible if the pilot programme develops a symbiosis between the actions and roles of the actors of the educational act. The active involvement of the student and his / her transformation from the receiver of the information processed into a subject that identifies, analyzes and solves concrete problems, correlating the theoretical material with the practical one, will be the key to the success of the implementation of this programme.

Assessing students' academic outcomes will combine various forms:

- **Current assessment** during the educational process at classes, practical classes, seminars in different ways: tests, reports, individual tasks, portfolios, case studies, etc.
- **Final assessment** performed at the completion of the course unit's study, internships and of the study programme and is expressed in grades. The forms of final assessment are: the colloquium, the exam (oral and written), the public defense of the thesis. Oral examinations do not exceed 50% of the total number of exams in the session. The final grade at the course units in the programme consists of two components: 60% - the result of the assessment and 40% - the exam grade.

The implementation of the PBL in the pilot programme was also reflected in the way students are assessed, and the advantage of this model is to focus on the following issues: group work, problem solving, holistic approach (problem – theory - methodology), reflection, communication and skills. In this respect, in the course units where the semesters are fixed in the plan, the assessment will be organized in two forms:

- a. In the case of semestrial projects developed at a course unit, the exam will constitute the evaluation of the projects by the committee, and the grade will combine the written evaluation of the project and the individual oral examination.
- b. In the case of interdisciplinary projects, the evaluation of the projects will take place at least one week before the start of the examination session in front of the evaluation committee, and the project grade will be 50% of the grade per semester at the course units where the project was developed.

The departments responsible for the programme facilitate the use of innovative forms of assessment, e.g. computer exam, video exam, peer evaluation through Moodle platform, etc.

- The public defense of the bachelor thesis is the final assessment of the study programme in the field of professional training *0400 Administrative Sciences*. The students, who have fulfilled the provisions of the educational plan and have accumulated at least 174 credits, will be admitted to the defense of the bachelor thesis, being evaluated by the Evaluation Committee with grades between 5 and 10 at the second preventive defense of the bachelor thesis.

Through the public defense of the bachelor thesis it is evaluated the level of achievement of the learning outcomes, the competences of the graduates to perform researches, to apply the theoretical knowledge in the elaboration of practical solutions, specific to the field of professional training or to the performance of the case studies.

Student's educational path will focus on progression in his / her professional training, combining:

- initial study of the course units / fundamental modules, then of the specialized units (flowchart);
- application of knowledge gained at course units / modules previously studied in order to study subsequent course units / modules, thus facilitating an analytical progression from macro to micro level;

- solving real problems in the field of public administration, from simple to complex problems, both in group and individually, will ensure the holistic progression of the instructive-educational process.

The issues invoked allow us to believe that the employability and competitiveness of graduates of the programme will increase and will allow learners to become aware of:

- the need for active involvement in solving various existing (real) problems in the field of professional training;
- responsibility for teamwork tasks, focusing on effective group relationships related to critical thinking, creativity, willingness to find more original solutions, and argumentation of one's own opinion.
- team building skills for the development of semester projects, which develops communication skills, group distribution of tasks, conflict mediation, negotiation of solutions;
- the PBL method is based on a permanent self-evaluation of the learner, which develops awareness of the need for lifelong learning.

The overall learning outcomes of the pilot programme are expressed through the expected learning outcomes expressed through the graduate's ability:

- to perceive specialized problems at national and European level, possessing the knowledge and skills necessary to start a career in the given profession;
- to act in a team spirit in the context of administrative decision making;
- to instrument administrative acts and procedures;
- to use language specific to public administration;
- to understand the realities of the administrative environment;
- to analyze and synthesize socio-economic processes and phenomena by developing and implementing managerial strategies;
- to have decision-making and change management capacities and abilities in public administration;
- to strengthen their capacity to take risks and professional responsibilities;
- to initiate strategies for the development and diversification of the activity of the central and local public administration;
- to work with specialists from other fields and to act in the context of change management, etc.

2.2 SEMESTERS

Updating curricular support and reviewing teaching methods at the specialty *0400.1 Public Administration* is the key to the success of the pilot programme, contributing to the achievement of the mission and objectives of the study programme, such as:

- providing the knowledge and skills needed to start a career in the public service;
- training of specialists in the field of public administration capable of providing the local public management;

- the use of innovative teaching methods, in particular PBL, through which team spirit will develop in the context of problem solving;
- training public managers with skills and knowledge in the field of leadership;
- developing the capacities of investigating administrative acts and procedures by capitalizing on the specific language of public administration;
- creating a study environment focused on the holistic approach of the realities of the administrative environment, of the social-economic processes and phenomena;
- developing the communication, motivation and engagement skills of future specialists in public administration;
- cultivating decision-making and change management capacities in public administration;
- enhancing the capacities to take occupational risks and responsibilities;
- developing capacities to initiate strategies for the development and diversification of the work of central and local public administration;
- training a body of civil servants trained in the field of human resource management;
- preparing students for employment or continuing studies in the second cycle, master's degree studies.

The achievement of these objectives will be carried out in stages, from one semester to another, from simple to complex learning tasks.

2.2.1 Semester 1

The educational plan is elaborated in accordance with the provisions of the Framework Plan, which implies the study of the general and socio-humanistic courses in the first year of study, in addition to the fundamental training units specific to the field of professional training.

Fundamental units were given 86.67% in the first semester, and those of general culture - 13.33%. The study of the fundamental course units is the basis of the study of the specialized courses and initiates the students in the field of professional training.

The total hourly workload for the first semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are broken down by type of activity: lecture - 194 hours, seminar - 180 hours, laboratory - 76 hours.

The table below shows the course units studied during the first semester, the number of credits, the form of assessment, the objectives and the brief description of each course unit.

Course unit / module name	Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
General theory of law	6	E	Fundamental compulsory course unit meant to familiarize students with the science of law and state, about the juridical reality of society in relation to the legal consciousness of society, about law as a system of norms, institutions and

			branches, legal relations within the society.
Constitutional law and political institutions	6	E	The fundamental compulsory course unit aims to bring to the knowledge of the students the main branch of the system of law, the core of which is the Constitution, the law with superior legal force to other laws, which systematically regulates both the principles of the social-economic structure and the organization of the state based on this, guarantees from a material point of view the assurance of the fundamental civil rights.
Module: 1.Theory of public administration 2. History of public administration	6	E	The study of these course units within a module was determined by the related aspect of the courses, which would facilitate the formation of complex knowledge in the evolution of both the theories in the field of contemporary public administration as well as the professional training of the future public administration specialist developing capacities and competences on the dimension of analysis, comparison, synthesis of genesis concepts and evolution of administrative structures in the history of humanity.
International public law	4	E	The course unit offers knowledge to any specialist who is going to launch in the political, social and economic life of the state, therefore the essential objective of the course unit lies in the formation of a wider vision of contemporary international activity and the role of each state in the development of international society.
Politology + project²	4	P	The analytical and theoretical-practical course unit aims at familiarizing students with the subject matter and levels achieved in the field, initiating in the methods and procedures of political analysis, forming a political and

² The elaboration of the project at this course unit was conditioned by the field of professional training, which at the time of elaboration of the plan was 313 Political Sciences, now being modified by the legislator in 0400 Administrative Sciences

			<p>professional culture appropriate for the future specialists.</p> <p>Within this course unit the students will develop the first project, through which they will try to relate in a group to identify the problems in the field and to find a common denominator for solving the researched problems; will study the background and formality conditions to be respected in the process of developing a research project.</p>
English language I	4	E	<p>The compulsory course unit of general education is designed to develop students' writing, listening - comprehension and communication skills by using the general English and professional English lexicon in contexts relevant to professional activity.</p>

Objectives planned for the first semester:

- Knowledge of the notions, concepts, theories and basic methods of the science of administration;
- Understanding the basic principles of organization and operation of administrative structures;
- Identifying, analyzing and formulating personalized proposals in relation to problems in the field of administrative sciences;
- Studying the specialized vocabulary and developing communication skills in English;
- Developing individual or team work capacities to solve model-based situations in the professional training field;
- Rigorous, efficient, responsible and timely implementation of tasks, in a spirit of initiative and in accordance with ethical principles and professional ethics.

The expected outcomes will depend on the achievement of the objectives planned for this semester, as well as on the effective implementation of the teaching-learning strategies.

The teaching-learning strategies used by the teachers will be applied depending on the specificity of course units, combining new teaching methods with the classical ones such as: lecture, explanation, conversation, questioning, discovery, case study, brainstorming, teamwork, method of conceptual maps, text comment method, etc.

The assessment of the academic outcomes is carried out in accordance with the provisions of the Regulation on the assessment of students' learning outcomes of the USARB³, which is brought to the students' attention by the tutors of the academic groups. The criteria and methods for assessing students' knowledge are provided in curricula of the course units, where the quantifiable elements

³ Regulation on the assessment of students' learning outcomes, approved by the USARB's Senate Decision, minutes 9 of 16.03.2011.

are listed by grades (knowledge, analysis, synthesis, assessment, skills, etc.) and the way in which the current assessment during the semester and final assessment activities are performed. The teacher presents the curriculum of the course unit to students at the first class, specifying the expected learning outcomes, the current and final assessment modalities and forms.

There are not admitted to the final assessment students who:

- did not achieve curricular objectives;
- did not get an average grade for promotion in the current assessments;
- were absent in more than 30% of the auditorium activities;
- did not defend the semester project at the course units, where the grade for the project is part of the semester grade;
- did not carry out the tasks that involve the individual learning activity.

At the end of each semester, based on a predetermined timetable, the examination session takes place, and for re-examination sessions students with arrears.

In order to monitor the quality of the training of specialists in the university, the faculty and the assessment activities, the department of studies and the Dean's Office organize semestrial dynamic assessments. The results of these tests are taken into account in the calculation of the average grade per semester at the seminar, along with the current assessments conducted by the teacher.

Starting with the 2012-2013 academic year, some full-time teaching staff of the department started applying online assessment through Moodle tools.

The students' grading is carried out in accordance with the Order of the Minister of Education no.44 of 26.01.2016 on the modification and completion of the Regulation for organizing the studies in higher education based on the National Credit Studies System, which established that "the grade at the course unit / module is calculated on the basis of the semester grade⁴ and the examination grade⁵ expressed in two decimal digits."

The final grade is calculated on the basis of the marks recommended by the European Credit Transfer System as follows:

Grade	ECTS equivalent
9,01-10,0	A
8,01-9,0	B
7,01-8,0	C
6.01-7,0	D
5,0-6,0	E
3,01-4,99	FX
1,0-3,0	F

⁴ Weighted average of seminar / laboratory grades, rounded up to 2 digits after comma.

⁵ Expressed in integers.

Student satisfaction with the study programme is assessed using the method of questioning, according to the QMS system procedure “Customer Satisfaction Evaluation” in the Quality Management System Manual. Semesterly, the Quality Management Department organizes the students’ electronic questioning on the quality of the training, the forms of organizing the didactic activities, and the information is collected and processed automatically by the computer, which ensures the anonymity of the respondents. The results of the questionnaires are used to improve the teaching-learning process: the teaching methods, the taught content, the ratio of the number of hours of direct / indirect contact, the number of course / seminar / laboratory hours, the teacher-student relationships are reviewed.

2.2.2 Semester 2

Course units studied in the first semester represent the necessary pre-requisites for the study units in semester II.

In this semester, there will be studied course units: fundamental - 60%, socio-humanistic orientation - 13,33% and general culture - 26,67%, in line with the provisions of the Framework Plan.

The total hourly workload for the second semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are broken down by type of activity: lecture - 193 hours, seminar - 127 hours, laboratory - 130 hours.

Course unit / module name	Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
Administrative law I + project	6	P+E	The fundamental course unit will familiarize students with the legal mechanisms of organizing and operating the public administration system and executive power in the state. Through the elaboration of the semestrial projects students will practice to apply the theoretical knowledge accumulated into practice, focusing on teamwork, where the group will identify the problems in the field, will relate them to the existing legislation, will analyze the national and international practices in order to formulate the solutions to solve the problem situations and proposals for improvement of the legislation in the public domain.

Civil law	5	E	The course unit is a synthesis of the most important institutions of civil law, the knowledge of which is indispensable for the future public administration specialist. From this perspective, the course is a compartmentalised analysis of all units that make up the civil law as a whole: introduction into civil law, real rights, general theory of obligations and civil contracts.
Criminal law	4	E	The course unit will focus on some specific elements of criminal law, in particular, the legal regulations aimed at the accountability of central and local public administration officials.
Institutional law of the European Union	3	E	The course unit will examine all the legal norms governing the establishment of the European Union, the structure of the institutions and bodies of the European Union and the way in which they operate. This course unit is of particular importance and momentum given that the Republic of Moldova is an associated state of the European Union and tends to become a member of this international organization.
European civilization	4	P	The course unit will help the future public administration specialist to have the conceptual landmarks on the evolution and characteristics of civilization on the European continent, selecting the common and selective features of the European peoples, to know the genesis and evolution of the European civilization from old times so far, contributing to the orientation of students in the European value system established over time, to the creation of arguable attitudes towards European phenomena.
Information and communication technologies	4	E	The course unit of general culture consists of two compartments: basic concepts of information technology and computing system; applied information and communication technologies. In turn, the Applied Information and Communication

			Technologies compartment consists of 5 practical modules: the use of the operating system; the use of on-line computer networks and electronic services; document processing; table processing; presentations processing.
English language II	4	E	The compulsory general education course unit by combining different methods and tasks will encourage students to speak, use the professional (administrative) lexicon, develop the ability to understand authentic texts, and test the ability to capture meaningful details, as well as use simple statements aimed at meeting the concrete professional needs.

The expected outcomes will depend on the achievement of the **planned objectives** for the second semester:

- Using the knowledge acquired within the fundamental disciplines to explain and interpret concepts and processes in public administration;
- Appropriate application of the fundamental principles for the quantitative and qualitative assessment of public administration processes;
- Interpretation of various administrative models in order to solve typical problems in the field of public administration;
- Analysis of draft administrative decisions to assess their legality;
- Legal analysis and assignment of situation solving and modeling of processes in the area of public administration;
- Perceiving the necessity of applying modern technologies in the activity of public administration;
- Implementation of medium complexity projects / tasks focusing on current and relevant problems in the field of training, allowing planning of group work, sharing of roles in the team, diversity in cooperation, high level of study

The promotion of students from one year of study to another is based on the order of the rector, according to points 1.1.-1.20, *Chapter III. Academic evaluation and promotion* of the Regulation on the assessment of students' learning outcomes of the USARB.

Students who during the academic year have accumulated the total number of compulsory credits (60) provided in the educational plan for the respective year are promoted in the next year of study. In the first cycle, full-time education, the promotion in the next year of study is conditioned by the accumulation of at least 40 ECTS credits at the compulsory course units / modules provided in the annual study contract.

2.2.3 Semester 3

The course units studied in the first year of study are the necessary pre-requisites for the study of course units in the third semester.

In this semester there will be studied courses: fundamental - 46,47%, specialty - 40% and socio-humanistic orientation - 13,33% in accordance with the provisions of the Framework Plan.

The total hourly workload for the third semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are allocated by type of activity: lecture - 224 hours, seminar - 170 hours, laboratory - 56 hours.

Course unit / module name		Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
Administrative law II	The interdisciplinary project will be elaborated at the nominated course units according to a complex, multidisciplinary theme, agreed by the teachers, students, and the employers' opinions on the problems in the field. The work of the groups on the project will be guided by the teachers responsible for the course units during the laboratory hours and the public defense of the projects will take place at least one week before the start of the examination session in front of a committee consisting of three or more teachers, appointed by the head of the department.	6	E	The course unit aims at deepening students' knowledge of the organization and functioning of central and local public authorities, focusing on the study of the purpose, role and attributions of the public administration authorities, by familiarizing with the specialized terms, knowledge of the organization and functioning of the central administrative bodies, deconcentrated and decentralized, and ensuring operability in working with public administration legislation.
Financial and fiscal law		4	E	The training of the public administration specialist, without the knowledge of the science of financial and fiscal law, is impossible. This is also due to the fact that financial and fiscal legal relations are present in the most important spheres of political, social, economic life.

Contravention law	<p>The results of the assessment of the semestrial projects are fixed in the examination lists, being taken into account when fixing the final grade for the course units according to the following formula</p> $\{(The\ result\ of\ the\ current\ assessment\ +\ the\ grade\ for\ the\ semester\ report) / 2\} (60\%) + Examination\ grade\ (40\%) = Final\ grade\ at\ the\ nominated\ course\ units\ (100\%).$	4	E	<p>The specialized course unit will familiarize students with the directions of development of the state policy and the regulations in the field of contravention law; will cause students to present the correct solutions or qualifications of contraventions; to assess the existing problems regarding the forms, methods and other legal mechanisms for carrying out state activity in the field of contravention; to propose new methods of improvement and simplification of the contravention procedure, etc.</p>
Family and civil status law		3	E	<p>Studying this course unit is an important condition for the training of specialists in the field of public administration with a broad vision in all branches of social sciences. The course unit ensures the theoretical and practical aspect of the legal framework governing the conclusion and effects of marriage, termination, dissolution and termination of the marriage, parental and fatherly affiliation, adoption, parental care, legal maintenance obligation, registration of civil acts and facts and other institutions.</p>
Information law		4	P	<p>The course unit offers students the opportunity to reveal and capitalize on the importance of studying informational social relations; typology of</p>

			information by degree of access; the structure and composition of the information society; the protection of personal data in the case of automated processing; digital signature and electronic document; electronic document circulation; legal regulation of networks and domain names; information security, legal liability in the information sphere, etc.
Labor law / Labor law of the European Union	4	E	The free choice courses units are intended to interpret the meaning of the legal norms governing labor relations and other related legal relationships, both internally and at European level. In the course units, the procedure for concluding, modifying, suspending and terminating the individual labor contract, as well as the mechanism of functioning of the social partnership in the field of work and the way of negotiation and conclusion of the collective labor agreement and of the collective agreement, as well as the institution of supervision and control over the observance of the legislation of labor, safety and health at work.
Philosophy. Philosophical issues of the domain / Philosophy and history of science	4	E	The course units of socio-humanistic orientation aim at forming an integral vision on the evolution of philosophical and philosophical-political thinking during the history

			of mankind; familiarization with the fields of philosophical reflection (ontology, gnoseology, epistemology, axiology, praxiology); the interaction of political philosophy with other directions of philosophical knowledge, the foundations of modern political philosophy, the state and its particularities, the political institutions, the political elites, the problems of the world in the XX1st century.
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The academic progress of the students and the expected outcomes depend on the achievement of the **learning objectives** expected for the third semester:

- Defining notions, interpreting concepts and theories, as well as their application in typical situations in the field of public administration;
- Implementation of the methodological principles of decision making in the administrative field under conditions of qualified assistance;
- Using the criteria and requirements for the drafting of draft administrative decisions for various factual situations;
- Appropriate application of modern technologies in public administration to assess the effectiveness of governance;
- Identifying, studying and proposing solutions for complex problems in the field of professional training, as well as anticipating the effects expected from applying the proposed solutions;
- Improving grouping techniques by developing interpersonal communication skills and taking responsibility for decision-making.

2.2.4 Semester 4

During the 4th semester courses will be studied: specialty - 62.5%, socio-humanistic orientation - 25% and general culture - 12.5% in accordance with the provisions of the Framework Plan.

The total hourly workload for the 4th semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are broken down by type of activity: lecture - 195 hours, seminar - 165 hours, specialty internship I + semestrial project - 90 hours.

The table below shows the course units studied during the fourth semester, indicating the number of credits, the form of assessment and the brief description of each course unit. Also in this table the specialty internship I and the semestrial project is described.

Course unit / module name	Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
Control of the administrative act	5	E	The specialty course unit will familiarize students with the legal mechanisms for organizing and conducting the control over the administrative acts issued by the central and local public administration authorities as well as the entire administrative system.
Civil procedural law	6	E	The study of this course unit aims at familiarizing students with the judicial activity and its tangency with the administrative activity.
The right of social protection / European Union's social protection law	4	E	Elective / free choice course units are intended to interpret social protection regulations, methods and instruments for achieving the social policy of the state, and to highlight the particularities of community social security systems by countering the national social protection system.
Management psychology	3	E	The course unit will familiarize students with the interaction between personal and situational factors in the management process, and explore the processes and responsibilities associated with leadership in public institutions.
Market economy principles / Project management	4	E	Elective / free choice course units are intended to familiarize students with the bases of the functioning and development of the market economy, as well as the procedure for the design and implementation of the projects as ways of implementing the institutional strategy.
Ethics and professional deontology	2	E	The compulsory general education course unit is aimed at developing professional skills based on moral principles and norms; the orientation of the student youth towards the control of passions, the development of eternal moral values and virtues, in the spirit of ensuring and promoting the principles of the rule of law, stability of democratic institutions,

			respect for human rights, guaranteeing quality public services, ensuring economic and social progress.
Specialty internship I	6	E	In the process of realization of the (specialty) internship I , the students aim to familiarize themselves with the basics of the future specialty, obtaining primary skills for their professional training, being a first confrontation of the theoretical knowledge accumulated in the courses and seminars with the realities in the field.
Semester project			The project will be elaborated individually within the specialty internship according to the research theme, combining the theoretical and the practical aspect.

Objectives planned for semester IV:

- Using the knowledge gained in the fundamental disciplines for explaining and interpreting concepts and processes in the field of public administration.
- Perceiving the fundamental principles of organization and functioning of administrative structures.
- Argumentation of the need to take up modern technologies within public administration bodies.
- Studying problems in the field of public administration according to the legal provisions in force.
- Rigorous, efficient, responsible and timely implementation of professional tasks in a spirit of initiative and in accordance with ethical principles and professional deontology:
- Realization of individual projects focused on current and relevant issues in the field of training.

The promotion of students from one year of study to another is based on the order of the rector, according to points 1.1.-1.20, *Chapter III. Academic evaluation and promotion* of the Regulation on the assessment of students' learning outcomes of the USARB.

Students who, during the academic year, have accumulated the full number of compulsory credits (60 ECTS) provided in the educational plan for that year are promoted in the next year of study. In the first cycle, full-time education, the promotion in the next year of study is conditioned by the accumulation of at least 40 credits at the compulsory course units / modules provided in the annual study contract.

2.2.5 Semester 5

During the semester 5, 100% specialty courses will be studied, which corresponds to the provisions of the Framework Plan.

The total hourly workload for the 5th semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are broken down by type of activity: lecture - 150 hours, seminar - 120 hours, specialty internship II + semester project - 180 hours.

The table below shows the course units studied during the 5th semester, indicating the number of credits, the form of assessment and the brief description of each course unit. Also in this table the specialty internship II and semester project is described.

Course unit / module name	Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
Legal liability of the civil servant	3	E	The special course unit will familiarize the students with the forms of legal liability of the civil servants: administrative, criminal, civil, disciplinary and material, in order to highlight the particularities of the civil servants' accountability and the directions for streamlining the administration of the Republic of Moldova.
Public service management / Human resources management in public administration	4	E	Elective / free choice courses are designed to characterize public sector management and public services as well as key aspects of human resource management in public administration.
E-governing / E-service in public administration	4	E	The elective / free choice course units aim at forming an integral vision of the authorities created exclusively in the field of e-governing by analyzing the digitization process of public services, by creating a single government portal and other sub-portals; electronic signature; electronic document circulation; legal regulation of networks and domain names; creating webpages on the Internet of public authorities, etc. At the same time, the students will be familiar with the procedure for implementing the e-service systems, which have been partly taken over by the Republic of Moldova in the strategic technological modernization programme of the government.
Land law and real estate advertising / Urbanism and landscaping	4	E	Elective / free choice course units are designed to familiarize students with the land law system, the realities of real estate advertising, as well as the national and

			community approach to the urbanization and landscaping process.
Environmental law / Customs law	3	E	The study of the course units at the free choice is aimed at knowing the normative acts regarding the legal protection of the environment, developing the consciousness of environmental protection in the context of a sustainable development. At the same time, the students will be familiar with the national customs system, analyzing the import / export rights, the origin of the goods, the customs valuation, the non-tariff measures for regulating the external economic activity, the procedure for customs clearance and customs documents, etc.
Specialty internship II	12	E	Specialty internship II is of a higher degree of complexity and may, in addition to the application of acquired knowledge and aspects of the direct involvement in the activity of the internship placement institution, within the limits allowed by the management of the internship institution and under the supervision of the internship mentor. This type of internship aims at developing the practical skills needed to prepare for independent professional activity.
Semester project			The project will be elaborated individually within the specialty internship according to the research theme, combining the theoretical and the practical aspect.

The academic progress of the students and the expected outcomes depend on the achievement of the expected **learning objectives** for the 5th semester:

- Understanding the fundamental principles of organizing and operating administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions.
- Analyzing the forms and methods of control of the evaluation of the administrative activity and formulating the proposals for its efficiency.
- Applying rules for the interpretation of legal norms to concrete practical situations.
- Identifying the existing problems in the field of public administration and propose effective solutions for their removal.

- Strategic planning of current professional and staff work, with a view to developing institutional and medium-term perspectives.
- Identifying the resources and modalities of personal and professional development in order to integrate and adapt to the requirements of the labor market.

2.2.6 Semester 6

During the 6th semester, 100% of specialized courses will be studied, which corresponds to the provisions of the Framework Plan.

The overall hourly workload for the 6th semester is 900 hours (direct contact - 450 hours and individual study - 450 hours). The direct contact hours are allocated by type of activity: lecture - 150 hours, seminar - 90 hours, research internship - 120 hours, bachelor's degree thesis - 90 hours.

The table below shows the course units studied during the sixth semester, indicating the number of credits, the form of assessment and the brief description of each course unit. At the same time, the research internship, the purpose and the objectives of the bachelor's degree thesis are described.

Course unit / module name	Number of ECTS credits	Assessment form	Brief description of the correlation / integration of the course unit with / in the study programme
Public procurement management	4	E	The specialty course unit provides students with information on the procurement procedure, such as: negotiation in public procurement procedures; elaboration of specialized documents in the field of public procurement; analyzing and enforcing legislation specific to procurement procedures; providing specialized consultancy; planning procurement procedures; carrying out and finalizing procurement procedures.
Central public administration	3	E	The specialty course unit aims to analyze the central public administration institutions, such as: the Presidency of the Republic of Moldova, the Government of the Republic of Moldova and the specialized central public administration.
Local public administration	3	E	Within this course the students will become acquainted with the administrative-territorial organization of the Republic of Moldova, the ways of forming the local public administration bodies and their attributions, the control of the activity of the local public administration bodies.

Legal regulation of entrepreneurial activity / Administrative contracts	3	E	Studying course units at free choice aim to know the legal procedure for regulating entrepreneurial activity and subjects who can practice entrepreneurship. At the same time, familiarizing students with the regulations in the field of administrative contracts, with the methods and instruments for realizing the public policies of the state through administrative contracts.
Office equipment, correspondence and secretarial techniques / Techniques for drawing up administrative documents	3	E	Within these course units, at the free choice, the students will become familiar with the rules, methods and forms of writing letters and official documents. At the same time, the students will be trained in the process of elaborating administrative documents and adopting decisions that can favor a positive dynamics of the relationship: public administration - citizen.
Research internship	14	E	The research internship aims at developing the necessary practical skills and applying the theoretical knowledge to the independent professional activity and carrying out the research, documenting and collecting the information for the realization of the bachelor's degree thesis. The student, in agreement with the coordinator teacher of the bachelor's degree thesis and the mentor responsible for the internship will operationalize the content of the internship based on the research theme.
Bachelor's degree thesis			<p>The bachelor's degree thesis is an essential part of the student's activity assessment. It tests the skills to conceive and conduct independent research under the guidance of the leader, as well as to prepare the research according to the rules of the scientific community.</p> <p>The purpose of the bachelor's degree thesis is to systematize and deepen students' theoretical knowledge and practical skills, as well as to develop the competence to solve the methodological and research problems in accordance with the subject of the bachelor's degree thesis</p>

			and with the tasks assigned to the student by the scientific supervisor. The subject of the bachelor's degree thesis is elaborated by the responsible department and is disseminated to the students during the fourth semester of studies. The subject of the bachelor's degree thesis and the scientific supervisors are approved at the meeting of the Council of the Faculty of Law and Social Sciences. The public endorsement of the bachelor's degree thesis takes place in front of the Bachelor's degree Committee
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Objectives planned for semester 6:

- Defining notions and concepts, interpreting theories and applying them to typical public administration situations.
- Identification of existing problems in the field of public administration and proposing efficient solutions for their removal, in a cooperative and flexible manner.
- Strategic planning of current professional and staff work, with a view to developing institutional and medium-term perspectives.
- Use of decision-making methods in administrative work for different situations.
- Analysis of the draft decisions of the central and local public administration institutions in order to assess their legality.
- Rigorous, efficient, responsible and timely implementation of professional tasks in a spirit of initiative and in accordance with ethical principles and professional deontology.

Studies in the specialty 0400.1 Public Administration finalize with the bachelor's degree examination which is limited to the public defense of the thesis. To the defense of the bachelor's degree thesis are admitted the graduates who have fully realized the provisions of the educational plan and have successfully defended the preventive presentation of the bachelor's degree thesis in front of the Commission designated by the head of the responsible department. The promotional version / overview of the study programme is reflected in [Annex 4].

3 CONCLUDING REMARKS

At present, the legal framework allows us to implement PBL as a teaching method. In order to achieve the 50 to 50 ratio between classical teaching and the project, it is necessary to make some changes to the legal framework, which would result in some institutional reforms. Certain changes to the framework plan could result in staff cuts due to the decrease in hours in certain disciplines, a situation that is not wanted by the project team. The road-map [Annex 5] sets out the legal rules that need to be modified and will facilitate the implementation of PBL and other student-centered methods. These changes will make it possible to strengthen the principle of academic autonomy, and will not have a negative impact on the number of USARB personnel.

Using PBL under the bachelor's degree programme in Public Administration allows us to affirm that students will be able to develop the skills they need for the labor market, such as critical thinking, leadership, communication, and problem solving. In the context of traditional teaching, activities that should lead to the development of competencies described above are insufficiently or formally conducted (e.g. student internship).

It is, however, noteworthy that the transition from traditional to problem-based education is particularly difficult for students because of uncertainty about their role in the teaching process. To ease this transition, teachers in the Public Administration bachelor's degree programme inform students about the PBL and present information from the PBLMD project experience. However, some advantages in the formation of students' competencies due to the reconceptualization of the bachelor's degree programme in Public Administration can be observed:

1. Working with potential employers and their participation in the study programme, and due to this it will have a relevant impact in society due to the direct collaboration and involvement of external organizations;
2. Students will be motivated to study the theoretical aspects of the disciplines in order to identify the relevant institutions to solve the problem;
3. The role of the teacher is more a facilitator than an instructor, education is really centered on the learner: Less us and more of them! PBL encourages students to think for themselves, to obtain faster results on critical thinking development and analytical skills. Thus, the concept of RBL-research based learning becomes more and more accessible. Teachers are able to discuss on the basis of their research and obtain feedback from students on them;
4. Students will be committed to continuously improving their own learning, constructive critique and impartial analysis of their own failures;
5. Academic staff will become more prominent outside the university community due to their active involvement in determining the external organizations they will work with;
6. The PBL-based study programme leads to the training of better graduates. The main benefit for society is that such graduates are more analytical and better qualified as a result of developing the ability to think for themselves during their studies in higher education, preparing them for the labor market realities.

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3. The framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by the Order of the Minister of Education no. 1045 of 29.10
4. Regulation on the initiation, approval, monitoring and periodic evaluation of higher education programmes at the USARB, approved at the USARB Senate meeting of 24.02.2016
5. Regulation on the evaluation of academic outcomes of students at the USARB, approved at the USARB Senate on March 16, 2011

Annex 1: Our Vision on the bachelor's degree programme in Public Administration - The flowchart of interdisciplinary links of the components of the pilot project in the specialty 0400.1 Public Administration

Credited components	Course units / modules	Semester projects	Year, semester of study		Nr. of credits	Percentage share
			Full-time	Part-time		
Fundamental course units (F)	General theory of law		I/1	I/1	6	32,22%
	Constitutional law and political institutions		I/1	I/2	6	
	Module: 1. Theory of public administration 2. History of public administration		I/1	I/1	6	
	Politology	Project	I/1	I/1	4	
	International public law		I/1	I/1	4	
	Administrative law I	Project	I/2	II/3	6	
	Civil law		I/2	II/3	5	
	Criminal law		I/2	II/3	4	
	Institutional law of the European Union		I/2	I/2	3	
	Administrative Law II *	Interdisciplinary project	II/3	II/4	6	
	Financial and fiscal law *		II/3	III/5	4	
	Family and civil status law		II/3	II/4	4	
Total			-	-	58	
Course units for the training of general skills and competences (G)	English / French / German I		I/1	I/1	4	7,78%
	Physical education I		I/1	-	-	
	Information and communication technologies		I/2	I/2	4	

	English / French / German II		I/2	I/2	4	
	Physical education II		I/2	-	-	
	Ethics and professional deontology		II/4	II/4	2	
Total			-	-	14	
Course units of socio-humanistic orientation (U)	European construction / European civilization		I/2	I/2	4	6,67%
	Philosophy. Philosophical issues of the domain / Philosophy and history of science		II/3	II/3	4	
	Principles of market economy / Project Management		II/4	II/4	4	
Total			-	-	12	
Course units focusing on the basic specialty (S)	Information law		II/3	II/4	4	35,56%
	Cotraventional law *	Interdisciplinary project	II/3	II/4	4	
	Control of the administrative act		II/4	III/6	7	
	Civil procedural law		II/4	III/5	6	
	Administrative contracts		II/4	III/5	3	
	Legal liability of the civil servant		III/5	IV/7	3	
	Public procurement management		III/6	IV/7	4	
	Central public administration		III/6	IV/7	3	
	Local public administration		III/6	IV/7	3	
	Legal regulation of entrepreneurial activity		III/6	III/6	3	
	Labor law /		II/3	II/3	4	

	Labor law of the European Union					
	The right of social protection / The right to social protection of the European Union		II/4	III/5	4	
	Public service management / Human resources management in public administration		III/5	III/6	4	
	E-governing / E-service in public administration		III/5	III/5	4	
	Land law and real estate advertising / Urbanism and landscaping		III/5	III/6	4	
	Environmental law / Customs law		III/5	III/6	3	
	Office supplies, correspondence and secretarial techniques / Techniques for drawing up administrative documents		III/6	IV/7	3	
Total			-	-	64	
Internships	Specialty internship I	Project	II/4	III/6	6	10%
	Specialty internship I	Project	III/5	IV/8	12	
Total					18	
Bachelor's degree thesis	Research internship		III/6	IV/8	8	7,78%
	Defense of the bachelor's degree thesis		III/6	IV/8	6	
Total			-	-	14	

Annex 2: Bachelor's degree programme in Public Administration, Romanian version

Ministerul Educației al Republicii Moldova
Universitatea de Stat „Alec Russo” din Bălți

APROBAT
la ședința Consiliului Facultății de Drept și
Științe Sociale
Decan _____
Proces verbal nr. 10 din 16.05.2017



APROBAT
la ședința Senatului
Universității de Stat „Alec Russo”
din Bălți
Rector _____
Proces verbal nr. 21 din 30.05.2017



PLAN DE ÎNVĂȚĂMÂNT ciclul I (studii superioare de licență)

Nivelul calificării	Nivelul 6 ISCED
Domeniul general de studiu	040 Științe administrative
Domeniul de formare profesională	0400 Științe administrative
Specialitatea	0400.1 Administrație publică
Numărul total de credite de studiu	180
Titlul obținut la finele studiilor	Licențiat în științe politice
Baza admiterii	Diploma de bacalaureat sau un act echivalent de studii; diploma de studii superioare
Limba de instruire	Limba română
Forma de organizare a învățământului	Învățământ cu frecvență
Modificări	Modificat la 30.05.2017, aplicat de la 01.09.2017

CALENDARUL UNIVERSITAR

Anul de studii	Activități didactice		Sesiune de examinare		Stagii de practică	Vacanțe		
	sem. I	sem. II	iarnă	vară		iarnă	primăvară	vară
I	01.09.2017-16.12.2017	05.02.2018-26.05.2018	18.12.2017-23.12.2017; 09.01.2018-27.01.2018	28.05.2018-23.06.2018		25.12.2017-08.01.2018; 29.01.2018-04.02.2018	17.04.2018-24.04.2018	25.06.18-31.08.18
II	03.09.2018-15.12.2018	04.02.2019-25.05.2019	17.12.2018-24.12.2018; 09.01.2019-26.01.2019	27.05.2019-22.06.2019	29.04.2019-25.05.2019	25.12.2018-08.01.2019; 28.01.2019-02.02.2019	29.04.2019-06.05.2019	24.06.2019-31.08.2019
III	02.09.2019-14.12.2019	10.02.2020-16.05.2020	16.12.2019-24.12.2019; 09.01.2020-31.01.2020	18.05.2020-30.05.2020; 01.06.2020-19.06.2020 (Teza de licență)	04.11.2019-14.12.2019; 10.02.2020-16.05.2020	25.12.2019-08.01.2020; 01.02.2020-08.02.2020	20.04.2020-27.04.2020	

Repartizarea unităților de curs / modulelor în planurile de învățământ pe ani de studii
Anul I, semestrul 1 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
F.01.O.001	Teoria generală a dreptului	180	90	90	44	46	-	E	6
F.01.O.002	Drept constituțional și instituții politice	180	90	90	44	46	-	E	6
F.01.O.003	Modul: 1. Teoria administrației publice 2. Istoria administrației publice	180	60 30	60 30	30 16	30 14	-	E	6
F.01.O.004	Drept internațional public	120	60	60	30	30	-	E	4
F.01.O.005	Politologie+proiect	120	60	60	30	14	16	E	4
G.01.O.006	Limba engleză / franceză / germană I	120	60	60	-	-	60	E	4
Total ore:		900	450	450	194	180	76	6	30
G.01.O.007	Educația fizică I	60	30	30	-	30	-	C	

Anul I, semestrul 2 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
F.02.O.008	Drept administrativ I + proiect	180	90	90	44	22	24	E	6
F.02.O.009	Drept civil	150	75	75	45	30	-	E	5
F.02.O.010	Drept penal	120	60	60	30	30	-	E	4
F.02.O.011	Drept instituțional al Uniunii Europene	90	45	45	30	15	-	E	3
U.02.A.012 / U.02.A.013	Construcție europeană / Civilizație europeană	120	60	60	30	30	-	E	4
G.02.O.014	Tehnologii informaționale și comunicaționale	120	60	60	14	-	46	E	4
G.02.O.015	Limba engleză / franceză / germană II	120	60	60	-	-	60	E	4
Total ore:		900	450	450	193	127	130	7	30
G.02.O.016	Educația fizică II	60	30	30	-	30	-	C	

Anul II, semestrul 3 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
F.03.O.017	Drept administrativ II *	180	90	90	44	22	24	E	6
F.03.O.018	Drept financiar și fiscal*	120	60	60	30	14	16	E	4
F.03.O.019	Dreptul familiei și stare civilă	120	60	60	30	30	-	E	4
S.03.O.120	Drept informațional	120	60	60	30	30	-	E	4
S.03.O.121	Drept contravențional*	120	60	60	30	14	16	E	4
S.03.A.122 / S.03.A.123	Dreptul muncii / Dreptul muncii al Uniunii Europene	120	60	60	30	30	-	E	4
U.03.A.024 / U.03.A.025	Filosofia. Probleme filosofice ale domeniului / Filosofia și istoria științei	120	60	60	30	30	-	E	4
Total ore:		900	450	450	224	170	56	7	30
					450				

* Proiect interdisciplinar elaborat la unități de curs indicate.

Anul II, semestrul 4 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
S.04.O.126	Controlul actului administrativ	150	75	75	45	30	-	E	5
S.04.O.127	Drept procesual civil	180	90	90	44	46	-	E	6
S.04.A.128 / S.04.A.129	Dreptul protecției sociale / Dreptul protecției sociale al Uniunii Europene	120	60	60	30	30	-	E	4
S.04.O.130	Psihologia conducerii	90	45	45	30	15	-	E	3
U.04.A.031 / U.04.A.032	Principiile economiei de piață / Managementul proiectelor	120	60	60	30	30	-	E	4
G.04.O.033	Etica și deontologia profesională	60	30	30	16	14	-	E	2
	Practica de specialitate I + proiect	180	90	90	-	-	-	E	6
Total ore:		900	450	450	195	165	-	7	30
					360				

Anul III, semestrul 5 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
S.05.O.134	Răspunderea juridică a funcționarului public	90	45	45	30	15	-	E	3
S.05.A.135 / S.05.A.136	Managementul serviciilor publice / Managementul resurselor umane în administrația publică	120	60	60	30	30	-	E	4
S.05.A.137 / S.05.A.138	E-guvernare / E-service în Administrația Publică	120	60	60	30	30	-	E	4
S.05.A.139 / S.05.A.140	Drept funciar și publicitate imobiliară/ Urbanism și amenajarea teritoriului	120	60	60	30	30	-	E	4
S.05.A.141 / S.05.A.142	Dreptul mediului / Drept vamal	90	45	45	30	15	-	E	3
	Practica de specialitate II + proiect	360	180	180	-	-	-	E	12
	Total ore:	900	450	450	150	120	-	6	30
					270				

Anul III, semestrul 6 (15 săptămâni de studii)

Cod	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
S.06.O.143	Managementul achizițiilor publice	120	60	60	30	30	-	E	4
S.06.O.144	Administrația publică centrală	90	45	45	30	15	-	E	3
S.06.O.145	Administrația publică locală	90	45	45	30	15	-	E	3
S.06.A.146 / S.06.A.147	Reglementarea juridică a activității de întreprinzător/ Contracte administrative	90	45	45	30	15	-	E	3
S.06.A.148 / S.06.A.149	Birocrația, corespondență și tehnici de secretariat / Tehnici de elaborare a documentelor administrative	90	45	45	30	15	-	E	3
	Practica de cercetare	240	120	120	-	-	-	E	14
	Teza de licență	180	90	90	-	-	-	E	
	Total ore:	900	450	450	150	90	-	7	30
					240				

Stagiile de practică

Nr. crt.	Stagiile de practică	Sem.	Durata nr. săpt./ore	Perioada	Număr de credite
1.	Practica de specialitate I	4	3/180	29.04.2019-25.05.2019	6
2.	Practica de specialitate II	5	6/360	04.11.2019-14.12.2019	12
	Total				18

Teza de licență

Nr. crt.	Denumirea activității	Sem.	Durata nr. săpt./ore	Perioada	Număr de credite
1.	Elaborarea și susținerea tezei de licență: documentare, investigare, cercetare, experimentare, redactare, elaborarea prezentării, susținere publică	Practica de cercetare	VI	13/240	10.02.2020-16.05.2020 (8 ore/săpt.)
		Susținerea tezei de licență	VI	3/180	01.06.2020-19.06.2020
					14

Minimul curricular inițial pentru un alt domeniu la ciclul II – studii superioare de master (la libera alegere)

Nr. crt.	Denumirea unității de curs / modulului	Anul	Semestrul	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
				Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
1.	Teoria generală a dreptului	I	I	180	90	90	44	46	-	E	6
2.	Drept constituțional și instituții politice	I	I	180	90	90	44	46	-	E	6
3.	Modul: 1. Teoria administrației publice 2. Istoria administrației publice	I	I	180	60	60	30	30	-	E	6
					30	30	16	14	-		
4.	Drept administrativ I	I	II	180	90	90	44	46	-	E	6
5.	Drept administrativ II	II	III	180	90	90	44	46	-	E	6
	Total			900	450	450	222	228	-	5	30
							450				

Unități de curs la liberă alegere

Nr. crt.	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
1.	Bazele culturii informației	30	10	20	-	10	-	C	-
2.	Cultura comunicării	60	30	30	-	-	30	C	2
3.	Securitatea muncii. Protecția civilă	30	15	15	15	-	-	C	-
4.	Guvernare modernă și integrare europeană	90	45	45	30	15	-	E	3
5.	Regionalizarea administrativă	90	45	45	30	15	-	E	3
6.	Protecția juridică a drepturilor omului	90	45	45	30	15	-	E	3
7.	Teoria sondajelor în administrația publică	90	45	45	30	15	-	E	3
8.	Sociologia conducerii	90	45	45	30	15	-	E	3
9.	Metodologia cercetărilor științifice	60	30	30	14	-	16	C	2

Modulul psihopedagogic (la libera alegere)									
Nr. crt.	Denumirea unității de curs / modulului	Total ore			Numărul de ore pe tipuri de activități			Forma de evaluare	Număr de credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
1.	Pedagogie	120	60	60	30	30	-	E	4
2.	Psihologie	120	60	60	30	30	-	E	4
3.	Psihologia vârștelor. Stresul în mediul educațional	150	75	75	45	30	--	E	5
4.	Dirigenție. Educație incluzivă	150	75	75	45	30	--	E	5
5.	Didactica științelor administrative	180	90	90	46	44	-	E	6
6.	Management educațional	120	60	60	30	30	-	E	4
7.	Etica pedagogică	60	30	30	16	14	-	E	2
8.	Practica de inițiere în pedagogie*	30	15	15	-	-	15	-	1
9.	Practica de inițiere în psihologie**	30	15	15	-	-	15	-	1
10.	Practica pedagogică	480	240	240	-	-	-	E	16
11.	Practica de specialitate I	120	60	60	-	-	-	E	4
12.	Practica de specialitate II	240	120	120	-	-	-	E	8
Total		1800	900	900	242	208	30	10	60

*se evaluează în cadrul unității de curs Pedagogie

**se evaluează în cadrul unității de curs Psihologie

Descrierea finalităților de studii și a competențelor

Competențe profesionale:

CP1. Operarea cu noțiunile, conceptele, teoriile și metodele de bază ale științei administrației în activitatea profesională.

CP2. Interpretarea principiilor fundamentale de organizare și funcționare a structurilor administrative în scopul transpunerii ulterioare a acestora în activitatea profesională în instituții publice și/sau private.

CP3. Identificarea, analiza și rezolvarea problemelor din domeniul administrației publice în conformitate cu prevederile legale, în mod cooperant, flexibil și eficient.

CP4. Elaborarea, examinarea și adoptarea deciziilor privind activitatea administrativă.

CP5. Planificarea strategică a activității profesionale curente și de personal, în scopul dezvoltării instituționale pe termeni medii și de perspectivă.

CP6. Utilizarea tehnologiilor moderne, diverselor forme și metode de control a evaluării activității administrative și formularea propunerilor de eficientizare a acesteia.

Competențe transversale:

CT1. Executarea riguroasă, eficientă, responsabilă și în termen, a sarcinilor profesionale, în spirit de inițiativă și în concordanță cu principiile etice și deontologia profesională.

CT2. Aplicarea tehnicilor de relaționare în grup, deprinderea și exercitarea rolurilor specifice în munca de echipă, prin dezvoltarea abilităților de comunicare interpersonală și prin asumarea responsabilității pentru luarea deciziilor.

CT3. Autoevaluarea nevoii de formare profesională și identificarea resurselor și modalităților de dezvoltare personală și profesională, în scopul inserției și adaptării la cerințele pieței muncii.

Matricea corelațiilor dintre competențele profesionale și transversale și unitățile de curs incluse în planul de învățământ

Codul	Unitatea de curs	Sem.	Nr. credite	Competențe profesionale						Competențe transversale		
				CP1	CP2	CP3	CP4	CP5	CP6	CT1	CT2	CT3
F.01.O.001	Teoria generală a dreptului	I	6	+	+	+				+		
F.01.O.002	Drept constituțional și instituții politice	I	6	+	+	+	+			+	+	
F.01.O.003	Modul: 1. Teoria administrației publice 2. Istoria administrației publice	I	6	+	+	+	+	+	+		+	
				+	+	+			+			+
F.01.O.004	Drept internațional public	I	4	+	+	+		+		+	+	+
F.01.O.005	Politologia + proiect	I	4	+	+	+	+				+	
G.01.O.006	Limba engleză / franceză / germană I	I	4						+	+	+	+
F.02.O.008	Drept administrativ I + proiect	II	6	+	+	+	+	+		+	+	+
F.02.O.009	Drept civil	II	5	+	+	+					+	+
F.02.O.010	Drept penal	II	4	+	+	+			+	+	+	
F.02.O.011	Drept instituțional al Uniunii Europene	II	3	+	+	+		+		+	+	
U.02.A.012 / U.02.A.013	Construcție europeană / Civilizație europeană	II	4	+	+					+	+	
G.02.O.014	Tehnologii informaționale și comunicaționale	II	4						+	+	+	+
G.02.O.015	Limba engleză / franceză / germană II	II	4						+	+	+	+
F.03.O.017	Drept administrativ II*	III	6	+	+	+	+	+	+	+	+	+
F.03.O.018	Drept financiar și fiscal*	III	4	+	+	+		+	+	+	+	+
F.03.O.019	Dreptul familiei și stare civilă	III	4	+	+	+					+	+
S.03.O.120	Drept informațional*	III	4			+	+	+	+	+	+	+
S.03.O.121	Drept contravențional	III	4	+	+	+	+			+		
S.03.A.122 / S.03.A.123	Dreptul muncii / Dreptul muncii al Uniunii Europene	III	4	+	+	+	+	+		+		+
				+	+	+	+	+		+		+
U.03.A.024 / U.03.A.025	Filosofia. Probleme filosofice ale domeniului / Filosofia și istoria științei	III	4	+					+	+	+	+
S.04.O.126	Controlul actului administrativ	IV	5			+	+	+	+	+	+	
S.04.O.127	Drept procesual civil	IV	6	+	+	+	+			+		
S.04.A.128 / S.04.A.129	Dreptul protecției sociale / Dreptul protecției sociale al Uniunii Europene	IV	4	+	+	+	+	+		+		+
				+	+	+	+	+		+		+
S.04.A.130	Psihologia conducerii	IV	3		+				+		+	+
U.04.A.031 / U.04.A.032	Principiile economiei de piață / Managementul proiectelor	IV	4	+					+	+	+	+
				+					+	+	+	+
G.04.O.033	Etica și deontologia profesională	IV	2					+		+		+
S.05.O.134	Răspunderea juridică a funcționarului public	V	4			+	+	+	+	+		+
S.05.A.135 / S.05.A.136	Managementul serviciilor publice / Managementul resurselor umane în administrația publică	V	4			+		+	+	+	+	+
						+		+	+	+	+	+
S.04.A.137 / S.04.A.138	E-guvernare / E-service în Administrația Publică	V	4				+	+	+	+	+	
							+	+	+	+	+	
S.05.A.139 / S.05.A.140	Drept funciar și publicitate imobiliară / Urbanism și amenajarea teritoriului	V	4	+	+	+	+			+		
				+	+	+	+			+		
S.05.A.141 / S.05.A.142	Dreptul mediului / Drept vamal	V	3	+	+	+				+		
				+	+	+				+		

S.06.A.143	Managementul achizițiilor publice	VI	4			+	+	+	+		+	+
S.06.A. 144	Administrația publică centrală	VI	3			+	+	+	+	+		+
S.06.O. 145	Administrația publică locală	VI	3			+	+	+	+	+		+
S.06.A.146 / S.06.A.147	Reglementarea juridică a activității de întreprinzător / Contracte administrative	VI	3	+	+	+	+		+	+	+	+
S.06.A.148 / S.06.A.149	Birocrația, corespondență și tehnici de secretariat / Tehnici de elaborare a documentelor administrative	VI	3				+	+	+		+	+
							+	+	+		+	+

NOTĂ EXPLICATIVĂ

1. Generalități

Planul de învățământ, la specialitatea *Administrație publică*, este documentul care cuprinde un sistem de activități de formare profesională și de cercetare științifică al specialiștilor în domeniul administrației publice. Titlul obținut la finele ciclului I, studii superioare de licență este de *licențiat în științe politice*.

Planul de învățământ cuprinde:

- I. planul de învățământ propriu-zis;
- II. nota explicativă la planul de învățământ.

Planul de învățământ a fost racordat la obiectivele proiectului ERASMUS+ „Introducerea învățării bazate pe probleme în Moldova: Spre consolidarea competitivității și șanselor de angajare ale studenților / Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”, fiind elaborat în conformitate cu prevederile:

1. Codului educației al Republicii Moldova, nr. 152 din 17 iulie 2014;
2. Legii pentru aprobarea Clasificatorului unic al funcțiilor publice, nr.155 din 21.07.2011;
3. Planului-cadru pentru studii superioare (ciclul I - Licență, ciclul II - Master, studii integrate, ciclul III - Doctorat), aprobat prin ordinul Ministerului Educației nr. 1045 din 29 octombrie 2015;
4. Hotărârii Guvernului cu privire la aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților în învățământul superior, nr.482 din 28.06.2017;
5. Regulamentului de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu, aprobat prin ordinul Ministerului Educației nr. 1046 din 29 octombrie 2015;
6. Cadrului Național al Calificărilor al Republicii Moldova și Cadrului Național al Calificărilor pentru învățământul superior pe domenii de formare profesională, aprobate prin Ordinul Ministerului Educației nr. 934 din 29 decembrie 2010.

2. Concepția formării specialistului

a. Scop și caracteristici

Scopul programului-pilot este trecerea de la învățământul clasic (teoretizat), unde profesorul este furnizor de informații, iar studentul receptorul informației, la PBL (învățământ axat pe problemă), ceea ce ar permite formarea specialiștilor competitivi pe piața muncii, calificați în domeniul de formare profesională 0400 Științe administrative, specialitatea 0400.1 Administrație publică.

Caracteristicile distinctive ale programului constau în asigurarea unei pregătiri profesionale de calitate tuturor celor care doresc să-și construiască o carieră în structurile administrației centrale și locale, precum și în departamentele de specialitate din cadrul companiilor publice. Formarea profesională este axată pe însușirea: fundamentelor științifice și normative ale teoriei constituției; principiilor generale ale

sistemului politic și diverselor mecanisme de administrare; dezvoltarea abilităților și formarea deprinderilor practice în domeniul administrației publice.

b. Angajabilitate

Absolvenții ciclului I, studii de licență, specialitatea Administrație publică, pot ulterior activa în calitate de funcționar public în funcții de execuție; specialist în domeniul organizării activității administrative; specialist în domeniul resurselor umane; specialist în domeniul relațiilor publice; specialist în domeniul organizării și prestării serviciilor publice; specialist în domeniul documentării administrative; manager de proiecte în administrația publică; consilier în administrația publică; referent în probleme administrative; expert în domeniul administrației publice.

c. Formare ulterioară

Formarea inițială la ciclul I, studii superioare de licență, constituie o premisă necesară pentru continuarea studiilor la ciclul II, studii superioare de masterat, în domeniul *31 Științe politice* sau *38 Drept*.

3. Finalități de studiu preconizate

a. Finalitățile formării:

- a forma funcționari în administrația publică capabili să stăpânească problemele de specialitate la nivel național și european, oferindu-le cunoștințe și abilități necesare începerii unei cariere în profesia dată;
- a forma specialiști în domeniul administrației publice în vederea asigurării managementului public autohton;
- a forma funcționari publici în spiritul eficacității manageriale;
- a dezvolta spiritul de echipă în contextul luării deciziilor administrative;
- a pregăti manageri publici, cu aptitudini și cunoștințe în domeniul leadership-ului;
- a dezvolta capacități de instrumentare a actelor și procedurilor administrative;
- a dezvolta capacități de valorificare a limbajul specific administrației publice;
- a forma abilități de înțelegere a realităților mediului administrativ;
- a forma capacități de analiză și sinteză a proceselor și fenomenelor social-economice prin elaborarea și implementarea strategiilor manageriale;
- a dezvolta abilități de comunicare, motivare și antrenare a viitorilor specialiști în administrația publică;
- a cultiva capacități decizionale și de gestionare a schimbărilor în administrația publică;
- a consolida capacitățile de asumare a riscurilor și responsabilităților profesionale;
- a dezvolta capacități de inițiere a strategiilor privind dezvoltarea și diversificarea activității din administrația publică centrală și locală;
- a asigura un corp de funcționari publici instruiți în domeniul managementului resurselor umane;
- a cultiva abilități de colaborare cu specialiști din alte domenii și de a acționa în contextul managementului schimbării.

b. Finalitățile programului de studii exprimate prin competențele profesionale și competențele transversale:

Competențe profesionale	CP1	CP2	CP3	CP4	CP5	CP6
Descriptori de nivel ai elementelor structurale ale competențelor profesionale	Operarea cu noțiunile, conceptele, teoriile și metodele de bază ale științei administrației în activitatea profesională.	Interpretarea principiilor fundamentale de organizare și funcționare a structurilor administrative în scopul transpunerii ulterioare a acestora în activitatea profesională în	Identificarea, analizarea și rezolvarea problemelor din domeniul administrației publice în conformitate cu prevederile legale, în mod cooperant,	Elaborarea, examinarea și adoptarea deciziilor privind activitatea administrativă.	Planificarea strategică a activității profesionale curente și de personal, în scopul dezvoltării instituționale pe termeni medii și de perspectivă.	Utilizarea tehnologiilor moderne, diverselor forme și metode de control a evaluării activității administrative și formularea propunerilor de

		instituții publice și/sau private	flexibil și eficient			eficientizare a acesteia.
CUNOȘTINȚE						
1. Cunoașterea, înțelegerea conceptelor, teoriilor și metodelor de bază ale domeniului și ale ariei de specializare; utilizarea lor adecvată în comunicarea profesională	CP1.1 Cunoașterea, înțelegerea și utilizarea noțiunilor, conceptelor, teoriilor din domeniul administrației publice	CP2.1 Explicarea și perceperea principiilor fundamentale de organizare și funcționare a structurilor administrative	CP3.1 Identificarea, înțelegerea și utilizarea eficientă a metodelor din domeniul administrației publice, în scopul încadrării legale a stărilor de fapt	CP4.1 Cunoașterea exigențelor de elaborare a proiectelor de decizii administrative pentru diverse situații de fapt	CP5.1 Distingerea strategiilor fundamentale de planificare a activităților profesionale și de personal curente în domeniul administrației publice	CP6.1 Perceperea necesității aplicării tehnologiilor moderne în activitatea administrației publice
2. Utilizarea cunoștințelor de bază pentru explicarea și interpretarea unor variate tipuri de concepte, situații, procese, proiecte etc. asociate domeniului	CP1.2 Utilizarea cunoștințelor achiziționate în cadrul disciplinelor fundamentale pentru explicarea și interpretarea conceptelor și proceselor din domeniul administrației publice	CP2.2 Interpretarea diverselor modele administrative în vederea soluționării unor probleme tipice din domeniul administrației publice	CP3.2 Analiza și încadrarea legală a rezolvării situațiilor și modelării proceselor din sfera administrației publice	CP4.2 Utilizarea criteriilor și exigențelor de elaborare a proiectelor de decizii administrative pentru diverse situații de fapt	CP5.2 Cunoașterea strategiilor fundamentale de planificare a activităților profesionale și de personal pe termen mediu în administrația publică	CP6.2 Identificarea formelor și metodelor de control a evaluării activității administrative
ABILITĂȚI						
3. Aplicarea unor principii și metode de bază pentru rezolvarea de probleme / situații bine definite, tipice domeniului în condiții de asistență calificată	CP1.3 Aplicarea metodelor de bază pentru soluționarea situațiilor de fapt în procesul formării profesionale	CP2.3 Raportarea principiilor fundamentale pentru soluționarea situațiilor concrete relevante administrației publice	CP3.3 Aplicarea normelor legale în scopul identificării situațiilor pentru modelate din domeniul administrației publice	CP4.3 Implementarea principiilor metodologice de luare a deciziilor în domeniul administrativ în condiții de asistență calificată	CP5.3 Aplicarea principiilor și metodelor de identificare a strategiilor de planificare a activităților profesionale și de personal în administrația publică	CP6.3 Aplicarea diferitor mecanisme și forme de control administrativ aferente domeniului profesional
4. Utilizarea adecvată de criterii și metode standard de evaluare, pentru a aprecia calitatea unor procese, programe, proiecte, concepte, metode și teorii	CP1.4 Utilizarea adecvată de criterii și metode standard de evaluare, aplicate în cadrul disciplinelor fundamentale, pentru recunoașterea și estimarea problemelor din domeniul administrației publice	CP2.4 Aplicarea corespunzătoare a principiilor fundamentale pentru evaluarea cantitativă și calitativă a proceselor din domeniul administrației publice	CP3.4 Utilizarea criteriilor și metodelor standard de evaluare, în scopul aprecierii eficienței soluțiilor pentru situațiile de fapt modelate din domeniul administrației	CP4.4 Analiza proiectelor de decizii administrative în vederea evaluării legalității acestora	CP5.4 Utilizarea diverselor criterii și metode standard de evaluare, pentru estimarea necesității planificării activităților profesionale și de personal	CP6.4 Utilizarea adecvată a tehnologiilor moderne în administrația publică, în vederea evaluării eficienței actului de guvernare
5. Elaborarea de proiecte profesionale cu utilizarea unor principii și metode consacrate în domeniu	CP1.5 Elaborarea de proiecte în domeniul administrației publice cu întrebuintarea principiilor și metodelor consacrate de disciplinele fundamentale	CP2.5 Redactarea proiectelor specifice administrației publice cu utilizarea principiilor și metodelor consacrate de disciplinele de specialitate	CP3.5 Elaborarea propunerilor de modificare și amendare a legislației în domeniul administrației publice	CP4.5 Elaborarea proiectelor de decizii administrative pentru situații concrete și previziunea efectelor scontate	CP5.5 Elaborarea unui plan managerial instituțional	CP6.5 Elaborarea proiectelor de e-transformare a administrației publice
Standarde minimale de performanță pentru evaluarea competenței:	Definirea noțiunilor, interpretarea conceptelor și teoriilor, precum și aplicarea acestora în situații tipice din domeniul administrației	Soluționarea unor situații de caz de complexitate medie, care necesită modelarea și simularea unor procese și fenomene specifice administrației publice	Încadrarea legală a situațiilor modelate specifice administrației publice	Redactarea unor proiecte decizionale în domeniul administrației publice	Proiectarea unui plan strategic managerial în domeniul administrației publice	Cunoașterea cerințelor standard pentru tehnologiile moderne de comunicare în administrația publică

	publice.				
Descriptori de nivel ai competențelor transversale	Competențe transversale			Standarde minimale de performanță pentru evaluarea competenței	
6. Executarea responsabilă a sarcinilor profesionale, în condiții de autonomie restrânsă și asistență calificată	CT1 Executarea riguroasă, eficientă, responsabilă și în termen, a sarcinilor profesionale, în spirit de inițiativă și în concordanță cu principiile etice și deontologia profesională.			Elaborarea și susținerea în cadrul unităților de curs a proiectelor planificate, tezelor de an, tezelor de licență în conformitate cu rigorile metodice	
7. Familiarizarea cu rolurile și activitățile specifice muncii în echipă și distribuirea de sarcini pentru nivelurile subordonate	CT2 Aplicarea tehnicilor de relaționare în grup, deprinderea și exercitarea rolurilor specifice în munca de echipă, prin dezvoltarea abilităților de comunicare interpersonală și prin asumarea responsabilității pentru luarea deciziilor.			Realizarea proiectelor / sarcinilor de grup de complexitate medie, axate pe probleme actuale și relevante domeniului de formare, care necesită abordare interdisciplinară și care permit de a dezvolta spiritul de echipă, planificarea activității în grup, repartizarea rolurilor în echipă, diversitatea în cooperare, nivelul înalt de studiu	
8. Conștientizarea nevoii de formare continuă; utilizarea eficientă a resurselor și tehnicilor de învățare, pentru dezvoltarea personală și profesională	CT3 Autoevaluarea nevoii de formare profesională și identificarea resurselor și modalităților de dezvoltare personală și profesională, în scopul inserției și adaptării la cerințele pieței muncii.			Identificarea necesității de dezvoltare personală și profesională continuă în concordanță cu necesitățile pieței muncii și utilizarea în acest sens a diverselor resurse și tehnici de învățare.	

4. Termenul de studii și structura anilor de studii

În corespundere cu cerințele Planului-cadru pentru studii superioare (ciclul I - Licență, ciclul II Master, studii integrate, ciclul III - Doctorat), aprobat prin ordinul Ministerului Educației nr. 1045 din 29 octombrie 2015, durata studiilor superioare de licență (ciclul I), învățământ cu frecvență la zi este de 3 ani, respectiv 180 credite ECTS.

Anul de studii este divizat în două semestre a câte 15 săptămâni fiecare. Numărul total de ore de studiu prevăzute în plan - 5400, dintre care: ore de contact direct - 2700; numărul orelor de lucru independent – 2700, ceea ce este echivalent cu 180 de credite.

Ponderea creditelor a unităților de curs în Planul de învățământ este următoarea:

1. Componenta de discipline *fundamentale (F)* în plan îi revin *58 de credite ECTS*.
2. Pentru componenta de formare a abilităților și competențelor *generale (G)* planul prevede *14 credite ECTS*.
3. Pentru componenta de orientare *socio-umanistică (U)* planul prevede *12 credite ECTS*.
4. Pentru componenta de *orientare spre specialitatea de bază (S)* planul prevede *64 de credite ECTS*.
5. Practica de specialitate I, Practica de specialitate II, Practica de cercetare *26 credite ECTS*.
6. Susținerea tezei de licență *6 credite ECTS*.

5. Proiectele semestriale

Proiectul din sem. I va fi elaborat în cadrul unității de curs fundamentale *Politologie*. În cadrul orelor de curs planificate pentru proiectul din sem. I vor fi predate elemente de metodologia cercetărilor științifice, în scopul familiarizării studenților cu condițiile de fond și formă care trebuie respectate în procesul elaborării unui proiect de cercetare.

În sem. II proiectul se va elabora în cadrul unității de curs fundamentale - *Drept administrativ I*, iar în sem. III va fi elaborat un proiect interdisciplinar la unitățile de curs: *Drept administrativ II*, *Drept financiar și fiscal*, *Drept contravențional*.

În sem. IV-V proiectele vor fi elaborate în cadrul practicii de specialitate, iar studenții vor elabora proiectul în corespundere cu tema de cercetare, îmbinând aspectul teoretic cu cel practic. Proiectul din sem. VI va fi teza de licență.

Proiectele din sem. I-III vor fi elaborate în grup, iar în sem. IV-VI vor fi proiecte de cercetare individuale.

Scopul proiectelor de grup constă în cooperarea axată pe diversitate și găsirea unui numitor comun pentru soluționarea problemelor cercetate, axată pe studierea problemei la un înalt nivel logistic, creativ și

multiaspectual. De asemenea, prin intermediul proiectelor vor fi formate la studenți capacitățile de documentare și analiză critică a informației, expunerii succinte (adnotării) articolelor științifice de specialitate, analizei și perfectării unei bibliografii tematice. Tematica proiectelor semestriale oferă posibilitatea studentului de a-și continua cercetarea prin elaborarea tezei de licență.

Tematica proiectelor propuse spre cercetare va fi actuală, importantă și relevantă, iar pentru elaborarea acestora studenții, vor fi grupați câte 3-5, fiind ghidați spre o analiză profundă și consistentă a problemei cercetate.

Temele pentru proiectele semestriale vor fi stabilite, de comun acord, de către cadrele didactice titulare și studenți, la începutul fiecărui semestru, iar susținerea publică a acestora va avea loc cu cel puțin o săptămână până la începerea sesiunii de examene în fața unei comisii constituite din două sau mai multe cadre didactice, numite de către șeful catedrei de resort.

6. Organizarea practicii studenților

Obiectivele practicii de specialitate rezidă în familiarizarea studenților cu particularitățile specialității, achiziționarea deprinderilor profesionale inițiale. *Practica de specialitate I + proiectul semestrial* se promovează în sem. IV, cu durata de 4 săptămâni și se creditează cu 240 de ore, 8 credite. *Practica de specialitate II + proiectul semestrial* se promovează în sem V, cu durată de 6 săptămâni și se creditează cu 420 de ore, 14 credite.

Practica de cercetare are drept scop dezvoltarea abilităților practice necesare și aplicarea cunoștințelor teoretice la activitatea profesională independentă și efectuarea cercetărilor, documentarea și colectarea informației pentru realizarea proiectului tezei de licență. Studentul, de comun acord cu cadrul didactic conducător al tezei de licență și mentorul responsabil de practică va operaționaliza conținutul stagiului de practică în funcție de tema de cercetare.

Practica de cercetare se promovează în sem VI, cu durată de 8 ore săptămânal și se creditează cu 240 de ore, 8 credite.

La evaluarea finală, stagiile de practică se apreciază cu note de către o comisie creată de Catedra responsabilă, ținând cont de referința mentorului din cadrul unității-bază de practică despre activitatea stagiului, calitatea susținerii publice a raportului, rezultatele realizării sarcinii individuale, aprecierea conducătorului de practică. Notele obținute pentru stagiul de practică se includ în rezultatele sesiunii respective de examinare, se iau în considerare la calculul mediei reușitei academice a studentului.

Evaluarea practicii de licență se face de către o comisie cu privire la susținerea practicii de licență, desemnată de către șeful Catedrei responsabile, în două etape, în dependență de activitatea studentului în procesul de elaborare a proiectului tezei de licență și de referința conducătorului tezei de licență.

7. Evaluarea studenților

Planul de învățământ prevede următoarele tipuri și modalități de evaluare a finalităților de studii:

- evaluarea curentă (test, eseu, referat, studiu de caz, proiect, raport, prezentări etc.) La evaluarea curentă se utilizează tehnologiile informaționale (platformele de învățare MOODLE etc.)
- evaluarea finală a unităților de curs / modul (examen oral/ scris, examen combinat, evaluare asistată de calculator (on-line pe platforme de învățare) etc.

8. Teza de licență

Studiile se finalizează cu examenul de licență care se rezumă la susținerea publică a tezei de licență. La susținerea tezei de licență sunt admiși absolvenții care au realizat integral prevederile planului de învățământ și care au susținut cu succes prezentarea preventivă a tezei de licență în fața comisiei desemnate de către șeful Catedrei responsabile.

Teza de licență reprezintă o componentă esențială a evaluării activității studentului. Aceasta testează abilitățile de a concepe și a realiza o cercetare independentă, sub tutela conducătorului, precum și a de a redacta cercetarea conform regulilor comunității științifice. Scopul tezei de licență constă în sistematizarea și aprofundarea cunoștințelor teoretice și deprinderilor practice ale studenților, precum și formarea competențelor de rezolvare a problemelor metodice și de cercetare, în conformitate cu tema tezei de licență și cu sarcinile puse în fața studentului de către conducătorul științific.

Tematica tezelor de licență este elaborată de catedra responsabilă și este difuzată studenților pe parcursul semestrului IV de studii. Tematica tezelor de licență și conducătorii științifici sunt aprobați la ședința Consiliului Facultății de Drept și Științe Sociale.

Teza de licență este însoțită de avizul conducătorului științific.

Susținerea publică a tezei de licență are loc în fața Comisiei de Licență.

9. Creditele

Creditele se alocă pe unități de curs, stagii de practică și teza de licență care sunt evaluate independent. Un credit se alocă pentru 30 ore de studiu. Creditele reflectă cantitatea de muncă investită de student pentru însușirea unei unități de curs / modul, sub toate aspectele (prelegeri (curs), seminare, ore practice, lucrări de laborator, studii individuale, stagii de practică, elaborarea proiectelor, susținerea probelor de evaluare). Creditele acordate unei discipline au valori întregi cuprinse între 2 și 6 credite de studiu. Prin acordarea de credite se certifică faptul că pentru rezultatul obținut la evaluare a fost realizat volumul preconizat de muncă.

10. Specialitatea

Planul prevede formarea la o mono-specialitate 0400.1 Administrație publică.

11. Actualizarea planului de învățământ

Planul de învățământ pentru specialitatea 0400.1 Administrație publică este analizat și, după necesitate, actualizat. În fiecare an, în luna mai, se organizează chestionarea studenților și absolvenților programului în vederea determinării punctelor tari și slabe ale programului. Responsabilul de program monitorizează administrarea chestionarelor.

În acest scop sunt elaborate chestionare pentru studenții de la ciclul I, licență, care pot să-și exprime opinia după audierea cursurilor. Chestionarea se face în condiție de anonim.

În vederea îmbunătățirii planului de învățământ se încheie acorduri de colaborare cu facultăți/universități din țară și peste hotare, cu autoritățile administrației publice și organizații obștești de specialitate. În cadrul acestor parteneriate se pune accent pe eficientizarea, uniformizarea și acomodarea planului de învățământ la necesitățile actuale de reformare a sistemului autorităților publice din Republica Moldova.

În urma analizei chestionarelor și în rezultatul propunerilor înaintate de mediul academic din alte universități și funcționari din sistemul administrativ, precum și a celor înaintate de cadrele didactice implicate în acest program de studii, se actualizează planul de învățământ, introducându-se cursuri opționale / module de studii noi, se revede numărul de credite ECTS la discipline și repartizarea lor pe semestre.

Modificarea planului de învățământ se realizează de catedra responsabilă și se aprobă de consiliul facultății. Revizuirea / actualizarea planurilor de învățământ este validată de Senatul USARB și prezentată, o dată la 5 ani, spre coordonare, Ministerului Educației.

Planul de învățământ a fost aprobat la ședințele Catedrei de drept public, proces-verbal nr.11 din 17.05.2016; Consiliului Facultății de Drept și Științe Sociale, proces-verbal nr.10 din 26.05.2016;

Senatului Universității de Stat „Alec Russo” din Bălți, proces-verbal nr.16 din 01.06.2016 și coordonat cu Ministerul Educației al Republicii Moldova, nr. de înregistrare ISL-18011 din 12.09.2016.

Actualizarea planului de învățământ în anul 2017 a fost condiționată de necesitatea racordării la obiectivele proiectului ERASMUS+ „Introducerea învățării bazate pe probleme în Moldova: Spre consolidarea competitivității și șanselor de angajare ale studenților / Introducing Problem Based Learning in Moldova: Toward Enhancing Students’ Competitiveness and Employability”.

Modificările care le-a suportat planul sunt legate de introducerea proiectelor semestriale, prin care vor fi valorificate mai eficient orele de studiu individual. În scopul familiarizării studenților cu metodologia cercetării în domeniul științelor administrative, unitățile de curs la libera alegere, au fost completate cu un curs de *Metodologia cercetărilor științifice*, creditat cu 2 credite, unde studenții vor studia care sunt condițiile de fond și formă ce trebuie respectate în procesul elaborării unui proiect de cercetare.

În sem. 1 la unitatea de curs fundamentală *Politologie* - 30 ore de seminar au fost divizate în 14 ore seminar și 16 ore laborator.

În sem. 2 la unitatea de curs fundamentală *Drept administrativ I* - 46 ore de seminar au fost divizate în 22 ore seminar și 24 ore laborator.

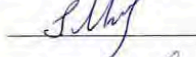
În sem. 3 orele de seminar la unitățile de curs nominalizate au fost divizate, după cum urmează: *Drept administrativ II* (seminar - 22 ore și laborator - 24 ore); *Drept financiar și fiscal* (seminar - 14 ore și laborator - 16 ore); *Drept contravențional* (seminar - 14 ore și laborator - 16 ore).

Unitatea de curs S.04.O.130 *Contracte administrative* a fost înlocuită cu *Psihologia conducerii*, iar unitatea de curs *Contracte administrative* a fost introdusă ca unitate de curs opțională cu codul S.06.A.147 în semestrul 6.

Modificările la planul de învățământ au fost discutate și aprobate la ședințele Catedrei de drept privat, proces-verbal nr.10 din 12.05.2017; Catedrei de drept public, proces-verbal nr.11 din 17.05.2017; Consiliului Facultății de Drept și Științe Sociale, proces-verbal nr.10 din 26.05.2017; Senatului Universității de Stat „Alec Russo” din Bălți, proces-verbal nr.21 din 30.05.2017.

Corelarea specialităților ciclului I, studii superioare de licență conform Nomenclatorului domeniilor de formare profesională și al specialităților în învățământul superior, aprobat prin Hotărârea Guvernului nr.482 din 28.06.2017 s-a realizat în temeiul Ordinului Ministerului Educației nr.670 din 01.08.2017 și Hotărârii Senatului Universității de Stat „Alec Russo” din Bălți, proces-verbal nr.1 din 30.08.2017.

Șeful Catedrei de drept public



dr., lect. sup. univ.,
Mariana SPATARI

Șeful Catedrei de drept privat



dr., conf. univ.,
Ina ODINOKAIA

Decanul Facultății de Drept și Științe Sociale



dr., conf. univ.,
Vitalie RUSU

Prim-prorector pentru activitate didactică



dr., conf. univ.,
Natalia GAȘIȚOI

Annex 3: Bachelor's degree programme in Public Administration, English Translation

**Ministry of Education of the Republic of Moldova
Balti State University "Alecu Russo"**

APPROVED

at the Law and Social Science
Faculty Council meeting of
Balti State University "Alecu
Russo"

Dean _____ (stamp)
Minutes no. 10 of 26 May 2017



APPROVED

at the Senate meeting of
Balti State University "Alecu
Russo"

Rector _____ (stamp)
_____ 2012,
Minutes no. 21 of 30 May 2017

CURRICULUM

Cycle I (Licentiate/Bachelor's Degree)

Level of Qualification	ISCED-6
General field of study	040 Administrative Science
Field of professional study	0400 Administrative Science
Specialty/ Major	0400.1 Public Administration
Total number of credits	180
Degree obtained upon the completion of studies	Licentiate in Political Science/Bachelor's Degree
Basis for Admission	High school diploma or an equivalent education document; higher education diploma
Language of instruction	Romanian
Form of education	Full-time attendance
Amendments	Amended on 30.05.2017, applied as of 01.09.2017

ACADEMIC CALENDAR

Academic year	Teaching activities		Examination period		Internships	Vacations		
	Semester I	Semester II	winter	summer		winter	spring	summer
I	01.09.2017-16.12.2017	05.02.2018-26.05.2018	18.12.2017-23.12.2017; 09.01.2018-27.01.2018	28.05.2018-23.06.2018		25.12.2017-08.01.2018; 29.01.2018-04.02.2018	17.04.2018-24.04.2018	25.06.18-31.08.18
II	03.09.2018-15.12.2018	04.02.2019-25.05.2019	17.12.2018-24.12.2018; 09.01.2019-26.01.2019	27.05.2019-22.06.2019	29.04.2019-25.05.2019	25.12.2018-08.01.2019; 28.01.2019-02.02.2019	29.04.2019-06.05.2019	24.06.2019-31.08.2019
III	02.09.2019-14.12.2019	10.02.2020-16.05.2020	16.12.2019-24.12.2019; 09.01.2020-31.01.2020	18.05.2020-30.05.2020; 01.06.2020-19.06.2020 (Licentiate Thesis)	04.11.2019-14.12.2019; 10.02.2020-16.05.2020	25.12.2019-08.01.2020; 01.02.2020-08.02.2020	20.04.2020-27.04.2020	

Allocation of Course Units/Modules within the Curricula by the Academic Years

Year I, Semester 1 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
F.01.o.001	General Theory of Law	180	90	90	44	46	-	E	6
F.01.o.002	Constitutional Law and Political Institutions	180	90	90	44	46	-	E	6
F.01.o.003	Module: 1. Theory of Public Administration 2. History of Public Administration	180	60	60	30	30	-	E	6
			30	30	16	14	-		
F.01.o.004	International Public Law	120	60	60	30	30	-	E	4
F.01.O.005	Politology + Project	120	60	60	30	14	16	E	4
G.01.o.006	English / French / German I	120	60	60	-	-	60	E	4

Total number of hours:		900	450	450	194	180	76	6	30
					450				
G.01.o.007	Physical training I	60	30	30	-	30	-	C	

Year I, Semester 2 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
F.02.O.008	Administrative Law I + Project	180	90	90	44	22	24	E	6
F.02.O.009	Civil Law	150	75	75	45	30	-	E	5
F.02.O.010	Criminal Law	120	60	60	30	30	-	E	4
F.02.O.011	Institutional Law of the European Union	90	45	45	30	15	-	E	3
U.02.A.012/ U.02.A.013	European construction / European civilisation	120	60	60	30	30	-	E	4
G.02.o.014	Information and Communication Technologies	120	60	60	14	-	46	E	4
	English / French / German II	120	60	60	-	-	60	E	4
Total number of hours:		900	450	450	193	127	130	7	30
					450				
G.02.o.016	Physical training II	60	30	30	-	30	-	C	

Year II, Semester 3 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
F.03.O.017	Administrative Law II *	180	90	90	44	22	24	E	6
F.03.O.018	Financial and Tax Law*	120	60	60	30	14	16	E	4
F.03.O.019	Family Law and Civil Status	120	60	60	30	30	-	E	4
S.03.O.120	Information Law	120	60	60	30	30	-	E	4
S.03.O.121	Contravention Law*	120	60	60	30	14	16	E	4
S.03.A.122/ S.03.A.123	Labour Law / Labour Law of the European Union	120	60	60	30	30	-	E	4
U.03.A.024 / U.03.A.025	Philosophy. Field-related Philosophical Issues / Philosophy and Science History	120	60	60	30	30	-	E	4
Total number of hours:		900	450	450	224	170	56	7	30
					450				

* Cross-disciplinary project developed for the stated course units.

Year II, Semester 4 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
S.04.O.126	Control of Administrative Act	150	75	75	45	30	-	E	5
S.04.O.127	Civil Procedural Law	180	90	90	44	46		E	6
S.04.A.128 S.04.A.129	Social Protection Law / Social Protection Law of the European Union	120	60	60	30	30	-	E	4

S.04.O.130	Managerial Psychology	90	45	45	30	15	-	E	3
U.04.A.031 / U.04.A.032	Principles of Market Economy / Project Management	120	60	60	30	30	-	E	4
G.04.O.033	Ethics and Professional Deontology	60	30	30	16	14	-	E	2
	Specialty Internship I + Project	180	90	90	-	-	-	E	6
Total number of hours:		900	450	450	195	165	-	7	30
						360			

Year III, Semester 5 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
S.05.O.134	Civil Servant Liability	90	45	45	30	15	-	E	3
S.05.A.135 / S.05.A.136	Management of Public Services / Management of Human Resources in Public Administration	120	60	60	30	30	-	E	4
S.05.A.137/ S.05.A.138	E-Government / E-services in Public Administration	120	60	60	30	30	-	E	4
S.05.A.139 S.05.A.140	Land Law and Real Estate Advertising/ Urbanism and Spatial Planning	120	60	60	30	30	-	E	4
S.05.A.141 / S.05.A.142	Environmental Law / Customs Law	90	45	45	30	15	-	E	3
	Specialty Internship II + Project	360	180	180	-	-	-	E	12
Total number of hours:		900	450	450	150	120	-	6	30
					270				

Year III, Semester 6 (15 weeks)

Code	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
S.06.O.143	Public Procurement Management	120	60	60	30	30	-	E	4
S.06.O.144	Central Public Administration	90	45	45	30	15	-	E	3
S.06.O.145	Local Public Administration	90	45	45	30	15	-	E	3
S.06.A.146/ S.06.A.147	Legal Regulation of Entrepreneurial Activity/ Administrative Contracts	90	45	45	30	15	-	E	j
S.06.A.148/ S.06.A.149	Office, Correspondence and Secretarial Techniques / Administrative Document Development Techniques	90	45	45	30	15	-	E	3
	Research Internship	240	120	120	-	-	-	E	14
	Licentiate Thesis	180	90	90	-	-	-	E	
Total number of hours:		900	450	450	150	90	-	7	30
					240				

Internships

Criterion #	Internships	Semester	Duration, number of weeks/hours	Period	Number of credits
1.	Specialty Internship I	4	3/180	29.04.2019-25.05.2019	6
2.	Specialty Internship II	5	6/360	04.11.2019-14.12.2019	12
	Total				18

Licentiate Thesis

Criterion #	Name of Activity		Semester	Duration, number of weeks/ hours	Period	Number of credits
1.	Developing and defending the Licentiate Thesis: documentation, investigation, research, experimenting, writing, preparing the presentation, public defense	Research Internship	VI	13/240	10.02.2020-16.05.2020 (8 hours per week)	14
		Defense of Licentiate Thesis	VI	3/180	01.06.2020-19.06.2020	

Initial Curricular Minimum for another area, Cycle II – Master's Degree (free choice)

Criterion #	Name of the Course Unit/Module	Year		Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
				Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
1.	General Theory of Law	I	I	180	90	90	44	46	-	E	6
2.	Constitutional Law and Political Institutions	I	I	180	90	90	44	46	-	E	6
3.	Module: 1. Theory of Public Administration 2. History of Public Administration	I	I	180	60	60	30	30	-	E	6
					30	30	16	14	-		
4.	Administrative Law I	I	II	180	90	90	44	46	-	E	6
5.	Administrative Law II	II	III	180	90	90	44	46	-	E	6
Total				900	450	450	222	228	-	5	30
							450				

Course Units (free choice)

Criterion #	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
1.	Bases of Information Culture	30	10	20	-	10	-	C	-
2.	Communication Culture	60	30	30	-	-	30	C	2
3.	Occupational safety. Civil Protection	30	15	15	15	-	-	C	-
4.	Modern Governance and European Integration	90	45	45	30	15	-	E	3
5.	Administrative Regionalisation	90	45	45	30	15	-	E	3
6.	Legal Protection of Human Rights	90	45	45	30	15	-	E	3
7.	Theory of Opinion Polls in Public Administration	90	45	45	30	15	-	E	3
8.	Managerial Sociology	90	45	45	30	15	-	E	3
9.	Research Methodology	60	30	30	14	-	16	C	2

Psycho-pedagogical Module (free choice)

Criterion #	Name of the Course Unit/Module	Total number of hours			Number of hours by types of activity			Type of final assessment	Number of credits
		Total	Direct instruction	Individual work	Lecture	Seminar	Laboratory		
1.	Pedagogy	120	60	60	30	30	-	E	4
2.	Psychology	120	60	60	30	30	-	E	4
3.	Psychology of Ages. Stress in the Educational Environment	150	75	75	45	30	--	E	5
4,	Tutoring. Inclusive Education	150	75	75	45	30	--	E	5
5.	Didactics of Administrative Science	180	90	90	46	11	-	E	6
6.	Educational Management	120	60	60	30	30	-	E	4
7,	Pedagogical Ethics	60	30	30	16	14	-	E	2
8.	Initiation Internship in Pedagogy*	30	15	15	-	-	15	-	1
9.	Initiation Internship in Psychology**	30	15	15	-	-	15	-	1
10	Pedagogical Internship	480	240	240	-	-	-	E	16
11.	Specialty Internship I	120	60	60	-	-	-	E	4
12.	Specialty Internship II	240	120	120	-	-	-	E	8
Total		1800	900	900	242	208	30	10	60

*subject to assessment under the course unit Pedagogy.

** subject to assessment under the course unit Psychology.

Description of Study Objectives and of Professional Competences:

CP1. Operating with basic notions, concepts, theory and methods of Administration Science in the professional activity.

CP2. Interpreting the fundamental principles for organizing and functioning of administrative structures in order to transpose them afterwards in the professional activity in public and/or private organisations.

CP3. Identifying, analysing and addressing public administration issues in compliance with the legal provisions in a cooperating, flexible and efficient manner.

CP4. Developing, considering and adopting decisions on administrative activity.

CP5. Strategic planning of current professional and staff activity aimed at ensuring midterm and long-term institutional development.

CP6. Using modern technologies, various control forms and methods of administrative activity and formulating proposals aimed to improve its efficiency.

Crosscutting Competences:

CT1. Carrying out the professional tasks in a rigorous, efficient, responsible and timely manner, in the spirit of initiative and compliance with the ethic principles and professional deontology.

CT2. Applying group relation techniques, getting used to and exercising specific roles of team work through the development of interpersonal **communication skills and by assuming commitments for decision-making.**

CT3. Self-assessing the need for professional education and identifying the resources and ways of personal and professional development in order to enter and adapt to the labour market requirements.

Correlation Matrix between professional and crosscutting competences and course units included in the Curriculum.

Code	Course Unit	Semester	Number of credits	Professional Competences						Crosscutting Competences		
				CP1	CP2	CP3	CP4	CP5	CP6	CT1	CT2	CT3
F.01.O.001	Law General Theory	I	6	+	+	+						
F.01.O.002	Constitutional Law and Political Institutions	I	6	+	+	+	+			+	+	
F.01.O.003	Module: 1.Theory of Public Administration 2. History of Public Administration	I	6	+	+	+	+	+	+		+	
				+	+	+						+
F.0LO.004	International Public Law	I	4	+				+		+	+	+
F.01.O.005	Politology + Project	I	4	+	+	+	+				+	
G.01.O.006	English / French / German I	I	4						+	+	+	+
F.02.O.008	Administrative Law + Project	II	6	+	+		+	+		+	+	+
F.02.O.009	Civil Law	II	5	+	+	+					+	+
F.02.O.010	Criminal Law	II	4	+	+	+			+	+	+	
F.02.O.011	Institutional Law of the European Union	II	3	+	+	+		+		+	+	

U.02.A.012/ U.02.A.013	European construction / European civilisation	II	4	+	+					+	+	
G.02.O.014	Information and communication technologies	II	4						+	+	+	+
G.02.O.015	English / French / German II	II	4						+	+	+	
F.03.O.017	Administrative Law II*	III	6	+	+	+	+	+	+	+	+	+
F.03.O.018	Financial and Tax Law*	III	4	+	+	+		+	+	+	+	+
F.03.O.019	Family Law and Civil Status	III	4	+	+	+					+	
S.03.O.120	Information Law*	III	4			+	+	+	+	+	+	+
S.03.O.121	Contravention Law	III	4		+	+	+			+		
S.03.A.122 /	Labour Law / Labour Law of the European Union	III	4	+	+	+	+	+		+		+
S.03.A.123				+	+	+	+	+		+		+
U.03.A.024 / U.03.A.025	Philosophy. Domain Philosophic Issues / Philosophy and Science History	III	4	+					+	+	+	+
				+					+	+	+	+
S.04.O.126	Control of Administrative Act	IV	5			+	+	+	+	+	+	
S.04.O.127	Civil Procedural Law	IV	6	+	+	+	+			+		
S.04.A.128 /	Social Protection Law / Social Protection Law of the European Union	IV	4	+	+	+	+	+		+		+
S.04.A.129				+	+	+	+	+		+		+
S.04.A.130	Managerial Psychology	IV	3		+				+		+	+
U.04.A.031	Principles of Market Economy /	IV		+					+	+	+	+
U.04.A.032	Project Management		4	+					+	+	+	+
G.04.O.033	Ethics and Professional Deontology	IV	2					+		+		+
S.05.O.134	Civil Servant Liability	V	4			+	+	+	+	+		+

S.05.A.135/	Management of Public Services /	V	4			+		+	+	+	+	+
S.05.A. 136	Management of Human Resources in Public Administration					+		+	+	+	+	+
S.04.A.137/	E-Government / E-services in Public Administration						+	+	+	+	+	
S.04.A.138		V	4				+	+	+	+	+	
S.05.A.139/	Land Law and Real Estate Advertising /	V	4	+	+	+	+			+		
S.05.A.140	Urbanism and Spatial Planning			+	+	+	+			+		
S.05.A.141 /	Environmental Law / Customs Law	V		+	+	+				+		
S.05.A.142			3	+	+	+				+		
S.06.A.143	Public Procurement Management	VI	4			+	+	+	+		+	+
S.06.A. 144	Central Public Administration	VI	3			+	+	+	+	+		+
S.06.O. 145	Local Public Administration	VI	3			+	+	+	+	+		+
S.06.A.146/ S.06.A.147	Legal Regulation of Entrepreneurial Activity / Administrative Contracts	VI	3	+	+	+	+		+	+	+	
S.06.A.148/ S.06.A.149	Office, Correspondence and Secretarial Techniques / Administrative Document Development Techniques	VI	3				+	+	+		+	+
							+	+	+		+	+

EXPLANATORY NOTE

1. General Provisions

The Curriculum for *Public Administration* Specialty is the document containing a system of professional education and research activities of professionals in the area of public administration. Upon the completion of Cycle I, the graduates shall be awarded the Licentiate/Bachelor's Degree in *Political Science*.

The Curriculum comprises:

- I. The Curriculum itself;
- II. The Explanatory Note to the Curriculum.

The Curriculum has been aligned with the ERASMUS⁺ Project titled “Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”, being developed in compliance with the provisions referred to in the following pieces of legislation:

1. The Code of Education of the Republic of Moldova, No. 152 of 17 July 2014;
2. The Law on approving the Single Classifier of Public Functions, No.155 of 21 July 2011;
3. The Higher Education Framework Plan (Cycle I - Licentiate/Bachelor, Cycle II - Master, integrated studies, Cycle III - PhD), approved by the Ministry of Education Order No. 1045 of 29 October 2015;
4. The Government Decision approving the Nomenclature of professional education areas and of higher education specialties, No.482 of 28 June 2017;
5. Regulation on organising higher education studies on the basis on the National Credit Transfer and Accumulation System, approved by the Ministry of Education Order No. 1046 of 29 October 2015;
6. The National Framework of Qualifications of the Republic of Moldova and the National Framework of Qualifications for higher education by areas of professional education, approved by the Ministry of Education Order No. 934 of 29 December 2010.

2. Concept of Professional's Training

a. Goal and Features

The goal pursued by the Pilot Programme is to ensure transition from classical education (based on theoretical approach), where the teacher is the source of information, while the student is the information receiver towards problem based learning (PBL), which enables training of professionals who are competitive on the labour market, qualified in the area of professional education 0400 *Administrative Science, Specialty 0400.1 Public Administration*.

The Programme distinct features are as follows: ensure high-quality professional education to all those who aspire to build their career in the Central and Local Public Administration structures, as well as in specialist divisions of public companies. Professional education is focused on learning: scientific and regulatory foundations of the constitutional theory; general political system principles and different administration mechanisms; development of skills and acquiring practical skills in Public Administration.

b. Employability

Graduates of Cycle I, Licentiate/Bachelor, Major in Public Administration, may work afterwards as civil servants, holding executive functions; as professionals in organising administrative activity; professionals in the area of human resources; professionals in the area of public relations; professionals in the area of organising and providing public services; professionals in administrative documentation; as project managers in public administration; advisers in public administration; referents/secretaries in administrative issues; experts in public administration.

c. Subsequent Education

The initial education in Cycle I, licentiate/Bachelor, is a prerequisite for further learning in Cycle II, Master's Degree, in the area of *31 Political Science or 38 Law*.

3. Foreseen Study Objectives

a. Training Objectives:

- to train future civil servants in Public Administration capable of handling field-related issues at the national and European levels, providing them with the knowledge and skills necessary to start a career in this area;
- to train professionals in Public Administration in order to ensure public management in the country;
- to train civil servants in the spirit of managerial effectiveness;
- to develop the spirit of team in the context of taking administrative decisions;
- to prepare public managers with leadership skills and knowledge;
- to ensure capacity building for handling administrative acts and procedures;
- to ensure capacity building for harnessing the language specific for public administration;
- to train skills for understanding the administrative environment realities;
- to train analytical capacity to summarise social and economic processes via developing and implementing managerial strategies;
- to develop communication skills, to motivate and engage future professionals in Public Administration;
- to ensure capacity building in terms of decision making and managing the changes in Public Administration;
- to strengthen the capacity of taking the risks and professional responsibilities;
- to ensure capacity building aimed at launching strategies for the development and diversification of activity within the Central and Local Public Administration;
- to ensure a pool of civil servants trained in the area of human resources management;
- to develop collaborative skills with professionals from other areas and act in the context of change management.

b. Curriculum Objectives expressed via Professional and Crosscutting Competences

PROFESSIONAL COMPETENCES	CP1	CP2	CP3	CP4	CP5	CP6
Level descriptors for the structural elements of professional competences.	Operating with basic notions, concepts, theory and methods of Administration Science in the professional activity.	Interpreting the fundamental principles for organizing and functioning of administrative structures in order to transpose them afterwards in the professional activity in public and/or private organisations.	Identifying, analysing and addressing public administration issues in compliance with the legal provisions in a cooperating, flexible and efficient manner.	Developing, considering and adopting decisions on administrative activity.	Strategic planning for current professional and staff activity aimed at ensuring midterm and long-term institutional development.	Using modern technologies, various control forms and methods of administrative activity and formulating proposals aimed to improve its efficiency.
KNOWLEDGE						
1. Knowledge, understanding of basic concepts, theories and methods of the general and specialist areas; their appropriate use in professional communication.	CP1.1 Knowledge, understanding and using basic notions, concepts, and theories in the area of Public Administration.	CP2.1 Explanation and perception of fundamental principles of organisation and operation of administrative structures.	CP3.1 Identifying, understanding and using appropriately the methods pertaining to Public Administration aimed at legal employment of states of affairs.	CP4.1 Knowledge of requirements for drafting administrative decisions for different states of affairs.	CP5.1 Distinguishing fundamental strategies for planning current professional and staff activities in the area of Public Administration.	CP6.1 Perception of the need to apply modern technologies in the Public Administration activity.
2. Using basic knowledge to explain and interpret various types of concepts, situations, processes, projects, etc. associated with the area of Public Administration.	CP1.2 Using the knowledge acquired while studying fundamental subjects to explain and interpret various types of concepts and processes in the area of Public Administration.	CP2.2 Interpreting various administrative models aimed at addressing certain issues typical for Public Administration.	CP3.2 Analysing and ensuring legal employment of situation resolution and modelling Public Administration processes.	CP4.2 Using criteria and requirements set for drafting administrative decisions for various states of affairs.	CP5.2 Knowledge of fundamental strategies for planning midterm professional and staff activities in the area of Public Administration.	CP6.2 Identifying control forms and methods for evaluating the administrative activity.
SKILLS						
3. Applying certain basic principles and methods for addressing well-defined issues/situations typical for the area under circumstances of qualified support.	CP1.3 Applying basic methods for addressing statuses of affairs in the process of professional education.	CP2.3 Reporting the fundamental principles for addressing situations specific for Public Administration.	CP3.3 Applying legal arrangements to identify solutions for the modelled statuses of affairs in the area of Public Administration.	CP4.3 Implementing the methodological principles of decision-making in the administrative area under circumstances of qualified support.	CP5.3 Applying the principles and methods to identify strategies for planning professional and staff activities in the area of Public Administration.	CP6.3 Applying different mechanisms and forms of administrative control afferent to the professional area.
	CP1.4	CP2.4	CP3.4	CP4.4	CP5.4	CP6.4

4. Appropriate use of standard evaluation criteria and methods to appraise the quality of certain processes, programmes, projects, concepts, methods and theories.	Appropriate use of standard evaluation criteria and methods applied within fundamental subjects to recognise and appraise the issues in the area of Public Administration.	Appropriate use of fundamental principles for qualitative and quantitative appraisal of processes in the area of Public Administration.	Appropriate use of standard evaluation criteria and methods to appraise the efficiency of solutions for the modelled statuses of affairs in the area of Public Administration.	Analysing the draft administrative decisions to assess their lawfulness.	Using various standard evaluation criteria and methods to estimate the needs for planning professional and staff activities.	Appropriate use of modern technologies in Public Administration to evaluate the efficiency of governance.
5. Developing professional projects, using enshrined field-related principles and methods.	CP1.5 Developing projects in the area of Public Administration, using principles and methods enshrined in fundamental subjects.	CP2.5 Developing projects specific for Public Administration, using principles and methods enshrined in specialty fundamental subjects.	CP3.5 Developing proposals for making amendments and addenda in the legislation related to the area of Public Administration.	CP4.5 Drafting administrative decisions for specific situations and estimating the expected results/impact.	CP5.5 Developing an institutional managerial plan.	CP6.5 Developing e-transformation projects for Public Administration.
Minimum Competency Standards:	Defining the notions, interpreting the concepts and theories, and applying thereof in circumstances typical for Public Administration.	Addressing certain circumstances of medium complexity that require modelling and simulating certain processes and phenomena typical for Public Administration.	Legal employment of modelled circumstances typical for Public Administration.	Drafting decisions in the area of Public Administration.	Drafting a strategic managerial plan in the area of Public Administration.	Knowledge of standard requirements regarding modern communication technologies in the area of Public Administration.
Level descriptors for crosscutting competences.	Crosscutting Competences			Minimum Competency Standards		
6. Carrying out professional tasks with due diligence under limited autonomy and qualified support.	CT1 Carrying out the professional tasks in a rigorous, efficient, responsible and timely manner, in the spirit of initiative and compliance with the ethic principles and professional deontology.			Developing and defending the planned projects, year thesis, graduation theses during the course units in compliance with the methodical requirements.		
7. Getting acquainted with team work specific roles and activities and assigning the tasks to subordinated levels.	CT2 Applying group relation techniques, getting used to and exercising specific roles of team works through the development of interpersonal communication skills and by assuming commitments for decision-making.			Implementation of group projects / tasks of medium complexity focused on topical issues relevant for the area of education, which require cross-subject approach and enable developing a team spirit; planning the team activity, assigning the roles within the team; diversity in cooperation, high level of studies.		
8. Acknowledging the need for continuous education; efficient use of resources and learning techniques for personal and professional development.	CT3 Self-assessing the need for professional education and identifying the resources and ways of personal and professional development in order to enter and adapt to the labour market requirements.			Identifying the needs for continuous personal and professional development in compliance with the labour market requirements and using various resources and learning techniques to this end.		

4. Length of studies and structure of academic years.

In compliance with the requirements referred to in the Higher Education Framework Curriculum (Cycle I – Licentiate/Bachelor studies, Cycle II – Master studies, integrated studies, Cycle III – Doctoral studies), approved by the Ministry of Education Order No. 1045 of 29 October 2015, the length of studies for Cycle I, full-time attendance, is three years (180 ECTS credits).

The academic year is divided into two semesters, each of them comprising 15 weeks. The total number of training hours contained in the Curriculum is 5400, of which 2700 hours of direct instruction; 2700 hours of independent work, which is equivalent to 180 credits.

The credits are allocated among the Curriculum course units as follows:

1. Component of *fundamental subjects (F)* – 58 ECTS credits are allocated.
2. Component of *general skills and competences (G)* – 14 ECTS credits are allocated.
3. Component of *socio-humanistic subjects (U)* – 12 ECTS credits are allocated.
4. Component of *major subjects (S)* – 64 de ECTS credits are allocated.
5. For Specialty Internship I, Specialty Internship II, and Research Internship 26 ECTS credits are allocated.
6. For defending the Licentiate Thesis 6 ECTS credits are allocated.

5. Semestrial Projects

The project planned for Semester I shall be developed within the fundamental course unit *Politology. Elements of research methodology* will be taught during the training hours planned for this project so that students get acquainted with general requirements and format to be complied with during the development of a research project.

The project envisaged for Semester II shall be developed under the fundamental course unit *Administrative Law I*. A cross-subject project is planned for Semester III, comprising the following course units: *Administrative Law II, Financial and Tax Law, Contravention Law*.

The projects for Semesters IV and V shall be developed during the Specialty Internship in compliance with the research topic, combining theory and practice. The project planned for Semester VI is the Licentiate Thesis.

The projects planned for Semesters I-III shall be developed in groups/teams, while those planned for Semesters IV-VI are individual research projects.

The goal of group projects is to promote cooperation focused on diversity, finding common solutions to address the research issues aimed at tackling the issue at a high logistic, creative and multi-aspect levels. Likewise, while carrying out the projects, students shall learn how to document and critically analyse the information, making brief narrations (annotation) of specialist research articles, how to analyse and prepare topical bibliographies. The topics of semestrial projects shall enable the students to continue the research through the development of Licentiate Thesis.

The themes of projects suggested for research shall be topical, important and relevant. The groups created to develop such projects will comprise 3-5 students, being guided to perform in-depth and consistent analysis of the issue subject to research.

Themes for semestrial projects shall be determined by relevant faculty members together with students at the beginning of each semester. At least one week before the examination period begins, students are expected to publicly defend their projects in front of a commission composed of two or more faculty members appointed by the corresponding head of department.

6. Organising Students' Internships

The objectives of specialist practical training are to familiarize the students with the peculiarities of their specialty, to acquire initial professional skills. The *Specialty Internship I + semestrial project* are planned for Semester IV, with the duration of four weeks, and are credited with 240 hours or 8 credits. *Specialty Internship II + semestrial project* are planned for Semester V, with the duration of six weeks, and are credited with 420 hours or 14 credits.

Research Internship pursues the goal to develop the necessary practical skills and to apply the theoretical knowledge in independent professional activity and in doing research, documenting and collecting the data to be used for the Licentiate Thesis. The student along with the faculty member who has been appointed as Licentiate Thesis Adviser and the mentor responsible for internship shall devise the content of practical training depending on the research theme.

Research Internship is planned for Semester VI, with the duration of 8 hours per week and is credited with 240 hours or 8 credits.

Upon final evaluation, the internship shall be graded by a commission established by the responsible department, taking into account the reference of the Internship Mentor about the student practical training, the quality of final Internship Report, the outcomes of individual task, and the grading of the Internship Mentor. The marks obtained for internships shall be included in the corresponding examination period or be taken into consideration while computing the student's Grade-Point Average (GPA).

Evaluation of Licentiate Internship shall be carried out in two stages by a commission established to this end by the head of the responsible department, depending on the student activity in the process of developing the final paper and on the reference made by final paper Adviser.

7. Students Evaluation

The Curriculum provides for two types and ways of evaluating the study objectives:

- Current evaluation (test, essay, synopsis, case study, project, report, presentations, etc.). Information technologies (MOODLE learning platforms, etc.) shall be used for current evaluation of students;
- Final evaluation of course units / module (verbal/written exam, combined exam, computer-assisted evaluation (on-line using learning platforms)) etc.

8. Licentiate Thesis

The studies shall end with the Licentiate final exam – public defense of Licentiate Thesis. Students who have met all the Curriculum provisions and successfully passed the Licentiate Thesis preliminary presentation in front of a commission established by the head of responsible department shall be designated as licentiate-candidates to defend their thesis.

The Licentiate Thesis represents an essential component of student activity evaluation. It shall test the ability to design and carry out an independent research, under the Mentor's/Adviser's guidance, as well as to develop a research paper as per the requirements of the scientific community. The purpose of the Licentiate Thesis is to systematize and enhance the theoretical and practical knowledge of students, as well as to develop competences for addressing methodical and research issues in compliance with the Licentiate Thesis theme and with the tasks assigned to students by the Research Adviser.

The themes for Licentiate Thesis shall be devised by the responsible department and disseminated among students during Semester IV. The themes for Licentiate Thesis and Research Advisers shall be approved during the meeting held by the Law and Social Science Faculty Council.

The Licentiate Thesis shall be accompanied by the Research Adviser review.

Public defense of the Licentiate Thesis shall take place in front of a Licence Commission.

9. Credits

Credits shall be allocated by course units, internships and Licentiate Thesis, which are evaluated independently. One credit shall be allocated for 30 hours of training. As a rule, credits show the amount of work invested by students to learn a course unit / module, under all aspects, i.e. lectures, practical hours, laboratory work, individual study, internships, project development, passing the evaluation exams. The number of credits for a subject may vary within the range of 2 - 6. By granting the credits it is certified that the whole amount of work has been carried out for the result obtained during evaluation.

10. Specialty/Major

The Curriculum shall provide training for a mono-specialty 0400.1 Public Administration.

11. Updating the Curriculum

The Curriculum for Specialty 0400.1 Public Administration shall be subject to review, being updated as appropriate. Each year, in May, students and programme graduates are asked about the programme strengths and weaknesses. The programme responsible person shall oversee the administration of questionnaires.

To this end, questionnaires for Cycle I students are prepared, who are required to express their opinion following the completion of courses. All questionnaires are anonymous.

In order to improve the Curriculum, collaboration agreements are concluded with local and foreign faculties/universities, with public administration authorities and with profile public organizations. These partnerships are aimed to make the Curriculum more efficient, uniform and tailored to meet the current needs that are required to reform the system of public authorities of the Republic of Moldova.

Following the analysis of questionnaires and based on the proposals submitted by Academia from other universities and by administrative system employees, as well as on the proposals lodged by faculty members involved in this study programme, the Curriculum shall be updated, by introducing new optional courses/modules, the number of ECTS credits allocated per each subject per Semester being also revised.

The Curriculum is amended by the responsible department and is approved by the Faculty Council. The Curriculum revision/update shall be endorsed by the Senate of Balti State University “Alecu Russo” and every five years it shall be submitted to the Ministry of Education for coordination.

The Curriculum was approved at the meeting held by Public Law Department, Minutes No.11 of 17.05.2016; by Law and Social Sciences Faculty Council, Minutes No.10 of 26.05.2016;

The Curriculum was endorsed by the Senate of Balti State University “Alecu Russo”, Minutes No.16 of 01.06.2016 and coordinated with the Ministry of Education of the Republic of Moldova, Registration No. ISL-18011 of 12.09.2016.

The 2017 Curriculum update was conditioned by the need to align it with the objectives of ERASMUS⁺ Project titled “Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”.

The changes operated in the Curriculum are related to the introduction of Semestrial projects aimed to enhance the efficiency of individual hours of studies. In order to familiarise the students with research methodology in the area of Administrative Science, the free choice course units have been supplemented with the course on *Research Methodology*, credited with two credits, where students shall learn about the general requirements and format to be complied with in the process of developing a research project.

Semester 1, fundamental course unit *Politology* - 30 seminar hours were split into 14 seminar hours and 16 laboratory hours.

Semester 2, fundamental course unit *Administrative Law I* - 46 seminar hours were split into 22 seminar hours and 24 laboratory hours.

Semester 3, seminar hours for the aforementioned course units were split as follows: *Administrative Law II* (seminar - 22 hours and laboratory - 24 hours); *Financial and Tax Law* (seminar - 14 hours and laboratory - 16 hours); *Contravention Law* (seminar - 14 hours and laboratory - 16 hours).

Course units S.04.O.130 *Administrative Contracts* was replaced by *Managerial Psychology*, while the course unit *Administrative Contracts* was introduced as an optional course unit with the Code S.06.A.147 in Semester 6.

The changes operated in the Curriculum were discussed and approved at the meeting held by Private Law Department, Minutes No.10 of 12.05.2017; Public Law Department, Minutes No. 11 of 17.05.2017; Law and Social Sciences Faculty Council, Minutes No.10 of 26.05.2017; Senate of Balti State University “Alecu Russo”, Minutes No.21 of 30.05.2017.

Correlation of Cycle I specialties as per the Nomenclature of professional education areas and of higher education specialties, approved by Government Decision No.482 of 28.06.2017, was carried out on the basis of Ministry of Education Order No.670 of 01.08.2017 and of the Decision issued by the Senate of Balti State University “Alecu Russo”, Minutes No. 1 of 30.08.2017.

Head of Public Law Department

Dr., Superior University Lecturer,
Mariana SPATARI

Head of Private Law Department

Dr., Associate Professor,
Ina ODINOKAIA

Dean of Law and Social Science Faculty

Dr., Associate Professor,
Vitalie RUSU

Prime-Prorector for Teaching Activity

Dr., Associate Professor,
Natalia GASITOI

Annex 4: The advertising flyer of the study programme, 2017

PERSPECTIVE PROFESIONALE

Absolvenții programului vor putea activa în calitate de:

- funcționari publici;
- specialiști în domeniul organizării activității administrative;
- specialiști în domeniul resurselor umane;
- specialiști în domeniul relațiilor publice;
- specialiști în domeniul organizării și prestării serviciilor publice;
- specialiști în domeniul documentării administrative;
- manageri de proiecte în administrația publică;
- consilieri în administrația publică;
- referenți în probleme administrative;
- experți în domeniul administrației publice.

OPORTUNITĂȚI DE FORMARE ULTERIOARĂ

- ➔ ciclul II, studii superioare de master, în domeniul Științe politice
- ➔ programe de colaborare cu alte universități



PROIECTUL:

561884-EPP1-2015-

1-DK-EPPKA2-CBHE-JP

PUBLIC ADMINISTRATION

Program de studii re-proiectat în cadrul proiectului PBLMD - „Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”
<http://www.pblmd.aau.dk>

AALBORG UNIVERSITY
COPENHAGEN

Research problem



UNIVERSITATEA DE STAT
„ALECU RUSSO” DIN BĂLȚI
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ADMINISTRAȚIE
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PUBLIC
ADMINISTRATION

DESPRE PROGRAM

Caracteristicile distinctive ale planului de învățământ la specialitatea 313.1 **Administrație publică** constau în asigurarea unei pregătiri profesionale de calitate tuturor celor care doresc să-și construiască o carieră în structurile administrației centrale și locale, precum și în departamentele de specialitate din cadrul companiilor publice

LINGVA DE INSTRUIRE:
română / engleză

DURATA STUDIILOR:
3 ani / 6 semestre

CREDITE DE STUDIU
180 ECTS

TITLUL OBȚINUT
Licențiat în științe politice

BAZA ADMITERII
Diploma de bacalaureat sau un act echivalent de studii;
diploma de studii superioare



METODE DE PREDARE-ÎNVĂȚARE

Programul de studii este bazat pe noile metode de predare-învățare centrate pe student, inclusiv, învățarea bazată pe probleme (PBL), proiecte, lucru în echipă, e-Learning, co-predare cu profesori din universități străine.

OPORTUNITĂȚI DE PRACTICĂ

Programul de studii prevede stagiul de practică în anul II, proiect de semestru interdisciplinar în grup (studenți de la 6 universități) și un stagiul de elaborare a tezei de licență în anul III.

OPORTUNITĂȚI DE STUDIU ÎN STRĂINĂTATE

15 studenți, cu rezultate academice bune, vor beneficia în anul II de posibilitatea de a studia pe parcursul unui semestru în cadrul unei universități europene. Mobilitatea va fi finanțată din cadrul proiectului ERASMUS+ „Introducerea învățării bazate pe probleme în Moldova: Spre consolidarea competitivității și șanselor de angajare ale studenților / Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”.

CONȚINUTUL PROGRAMULUI

- ➔ Drept constituțional și instituții politice
- ➔ Teoria administrației publice
- ➔ Istoria administrației publice
- ➔ Politologie
- ➔ Drept administrativ
- ➔ Structuri politice în statele europene
- ➔ Drept financiar și fiscal
- ➔ Drept contravențional
- ➔ Controlul actului administrativ
- ➔ Psihologia conducerii
- ➔ Principiile economiei de piață
- ➔ Managementul proiectelor publice
- ➔ Etica și deontologia funcționarului public
- ➔ Răspunderea juridică a funcționarului public
- ➔ E-guvernare
- ➔ Urbanism și amenajarea teritoriului
- ➔ Managementul serviciilor publice
- ➔ Managementul resurselor umane în administrația publică
- ➔ Managementul achizițiilor publice
- ➔ Tehnici de elaborare a documentelor administrative etc.

FINALITĂȚILE PROGRAMULUI DE STUDIU

La finele ciclului I absolventul va fi capabil:

- ➔ să aplice cunoștințele obținute într-un mediu profesional determinat;
- ➔ să soluționeze situații specifice administrației publice, prin aplicarea metodei studiului de caz;
- ➔ să demonstreze creativitate în instrumentarea actelor și procedurilor administrative în procesul de învățare, cercetare și de muncă;
- ➔ să manifeste spirit de echipă în contextul luării deciziilor administrative;
- ➔ să valorifice limbajul specific administrației publice, precum și a metodologiei specifice, în realizarea proiectelor semestriale;
- ➔ să analizeze și sintetizeze procesele și fenomenele social-economice prin elaborarea și implementarea strategiilor manageriale;
- ➔ să consolideze capacități decizionale și de gestionare a schimbărilor în administrația publică, prin estimarea riscurilor și asumarea responsabilităților profesionale;
- ➔ să-și cultive abilitățile de colaborare cu specialiști din alte domenii în contextul managementului schimbării.

➔ Pentru mai multe informații vizitați sit-ul nostru:
<http://www.usarb.md/relatiinternationale/>
 programe-europene/

Annex 5: Roadmap (regulatory changes required to be operated)

Normative act	Provision	Proposals
Framework plan for higher education, art. 9.	For one module, it is recommended to allocate 4-6 study credits	To exclude the limitation of the number of credits allocated to a module
Framework plan for higher education, art. 9.	In cycles I and II, the course unit / discipline can be achieved through auditorial didactic activity (direct contact): course / lecture hours, seminars, laboratory works, practical works, design works, teaching, clinical internships and other forms of approved by the Senate	To assign to the auditorial didactic activity the supervision of the team activity of the students, and the text to be in the following variant: In cycles I and II, the course unit / discipline can be achieved through auditorial didactic activity (direct contact): course / lecture hours, seminars, laboratory works, practical works, design works, teaching, clinical internships, team activity supervision of students and other forms approved by the Senate
Framework plan for higher education, art. 28, e)	A physical education course for students of the first / second year, which is not quantified with credits, but whose assessment with the "admitted" rating is a prerequisite for admission to the graduation exam	To exclude the compulsoriness of the Physical Education course.
Regulation on the organization of studies based on SNCS, art. 82	For programmes of 180 credits, an annual thesis shall be elaborated in the second year of study. For study programmes of 240 credits, an annual thesis shall be elaborated in the second and third year of studies. The type of theses / projects is determined by the related profile chair / department according to the specifics of the study programme.	To exclude the limitation to a single project with the following clarifications: <ul style="list-style-type: none"> ✓ It can be a fundamental or specialized course unit provided in the educational plan in semesters I-V / VII; ✓ It provides students with the ability to document and critically analyze information, to solve a problem from the reality, to summarize the scientific articles, to analyze and to make a bibliography on a topic, etc. ✓ The theme of the project offers the student the opportunity to continue the research in the elaboration of the bachelor's degree thesis. ✓ Project themes are determined by the respective chair / department, they are included at the proposal of the labor market representatives, other employers' representatives or can be proposed by the students themselves. To enable the allocation of ECTS credits for each project, even if they do not represent the cumulative result of several disciplines.
