

SUSTAINABILITY STRATEGY

Teaching and learning based on problems at State University "Alec Russo" of Bălți

Working package 5

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Summary

The purpose of the working package report no. 5 is the development of a sustainability strategy for the implementation of problem based learning – PBL in the State University "Alecu Russo" in Balti and the application in the process of teaching-learning-assessment of student centered didactic strategies.

With the purpose to achieve the stated goal, the results presented in the reports for: Working Package 2, Working Package 3, Working Package 4 were developed and proposed an ideal program for cycle 1, Bachelor degree studies based on PBL for the specialty 0400.1. Public Administration.

A roadmap and detailed action plan to be undertaken at college and university level to promote PBL philosophy and culture in the USARB's academic environment was also drafted.

Experience gained in the Universities of Aalborg (Denmark); Gloucestershire (United Kingdom); KTH (Sweden); Siegen (Germany) formed the basis for defining a vision for the implementation of problem-based learning in the *Public Administration* program of studies within the limits and in accordance with the normative provisions in the field of high education in the Republic of Moldova, actions undertaken and presented in the reports for the previous working packages.

Also, the accumulated experience allowed us to outline an ideal plan centered on PBL, a plan we recommend in this report, presenting the distribution of course units by semesters, highlighting the theme of the semester and the projects to be developed, ensuring a progress in this respect.

Thus, if in semester I the workload for the project development is 7 ECTS, in the semester VI it is 20 ECTS. The total number of ECTS for designing and supporting projects for 6 semesters is 80 ECTS, accounting for 44.44% of the student's total volume of studies.

We are aware that the approval and implementation of the ideal plan we have outlined will be unrealistic if the Ministry of Education, Culture and Research will not make changes to the Framework Program for high education (Cycle I), for Master's Degree (Cycle II) and Integrated studies in order to exclude the mandatory inclusion in the education plan of training courses for general skills and competences and socio-humanistic orientation, as well as crediting in the curriculum of a course unit/ module with 4-6 credits.

Another challenge is that the implementation of the ideal project would put under conditions the change of staffing and teaching norms, which would generate the need for financial, informational resources and additional time, reflected in the Roadmap and the Action Plan developed, where the efforts are phased out to be made to ensure the sustainability of PBL in the USARB. which would generate the need for financial, informational and additional time.

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1 INTRODUCTION

The purpose of the Working Package - WP 5 is to develop a sustainable strategy for the implementation of problem-based learning - PBL, active teaching and learning student - centered at the State University "Alecu Russo" in Balti.

Specifically, this report will propose an innovative bachelor's degree program based on PBL - Public Administration, a roadmap and a detailed action plan to guide the staff and the university management in their efforts to fully implement the PBL, active teaching and learning, student-centered on the respective study program and in the university.

In this report, we rely on the material accumulated during Working Package 2 (WP2), Working Package 3 (WP3), and Working Package 4 (WP 4) that we developed between 2015-2018. We also rely on the experience gained during study visits and staff mobility at partner universities in the EU, as well as during PBL training sessions offered by EU project partners in Chisinau.

1.1 KEY ASSUMPTIONS

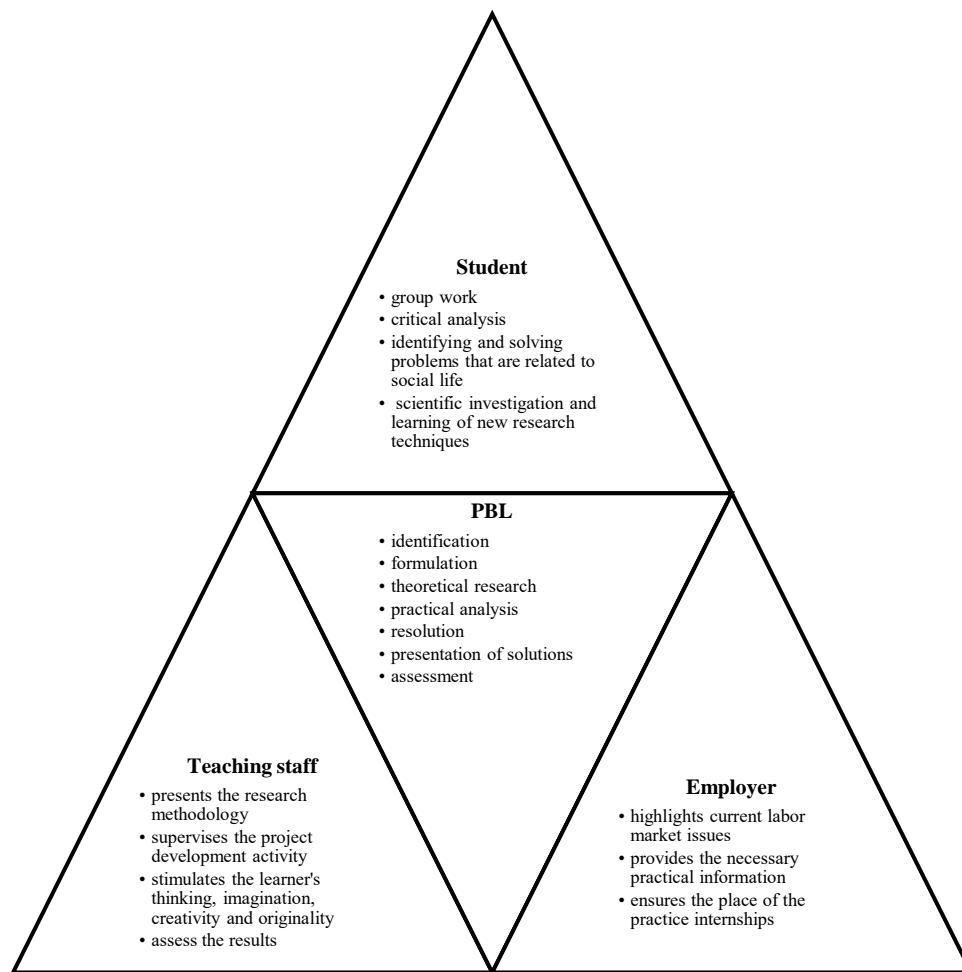
There is no single PBL model that would allow all the goals to be achieved. However, PBL-based models are basically based on two key assumptions.

According to the first hypothesis, work on the project lies at the *core* of the project, consisting in discovering, analyzing and solving problems and drawing up a report on the project (Figure 1).

The second hypothesis assumes that other teaching and learning activities (face-to-face), such as literature exploration, lectures, group studies, and tutorials, are designed *to support* the work on the project.

These two hypotheses will also be at the base of our PBL, a bachelor's degree program based on PBL Public Administration, Active Teaching and Learning and Student-centered Learning.

Figure 1. USARB PBL model



Another hypothesis relates to the relationship between the work on the project and face to face activities (direct contact with the teacher). In the context of this report, wholly based on PBL, it is a study program in which there is about 50:50 sharing between student work on the project and face-to-face activities (such as lectures, seminars, workshops, laboratories and experiments).

Applying this hypothesis within the ideal plan has allowed us to achieve the progression shown in Figure 2 and Figure 3, although there are different ways of distributing the relationship between the 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 program.

Figure 2. Applying the PBL model proposed by Loise Faber for sharing time by 50:50 for the work on projects and face-to-face activities within the PBL A program

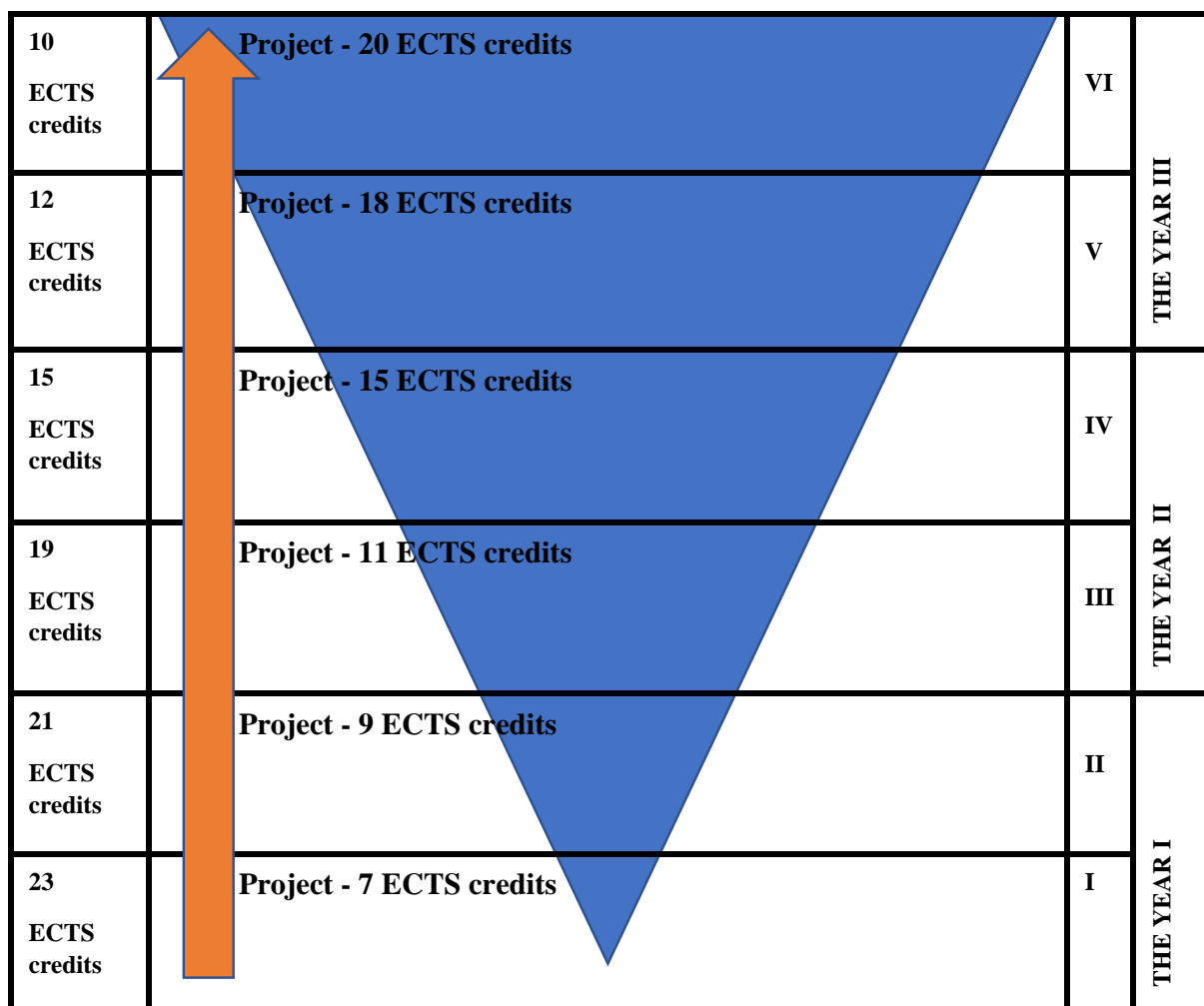
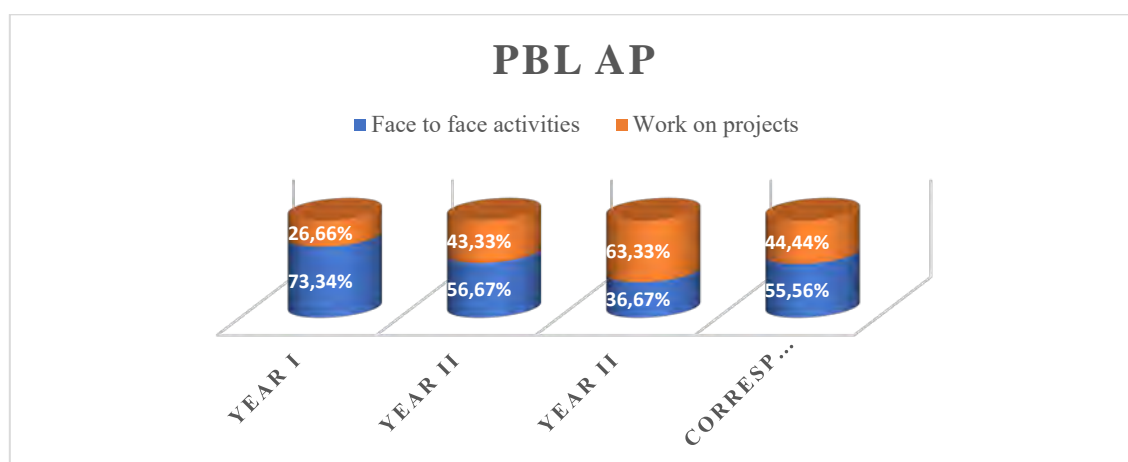


Figura 3. The procentual balance between face-to-face activities and work on projects under the PBL AP program



1.2 EXPECTED RESULTS

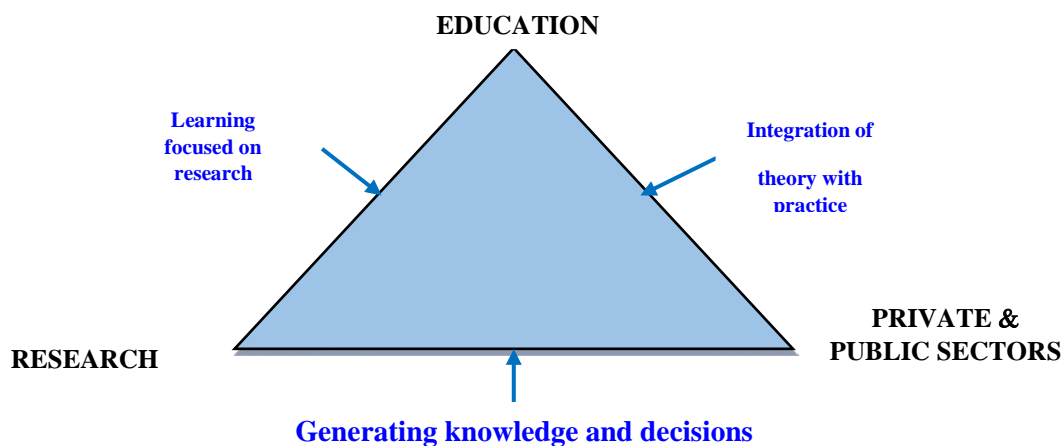
Successful implementation of student-centered, active learning, and PBL methodology in the first cycle education program, undergraduate studies, specialty 0400.1 Public Administration has resulted in a series of outputs, which allow us to aim for the international recognition of this education program by 2020 and to attract European and international students as full-time or exchange students.

Another goal we propose is redesigning the university curriculum with the active involvement of labor market representatives in line with the PBL philosophy, student-centered teaching, learning and assessment strategies for 5 study programs, both in the first cycle, undergraduate studies and the second cycle, master's degree studies at the Faculty of Law and Social Sciences until May 2022, which would allow us to enroll students in these programs as of 1 September 2022.

Another step we are proposing is the involvement of the first cycle students, undergraduate degrees, from various specialties and study programs within the USARB, when developing interdisciplinary projects, which will allow us to extend the application of PBL methodology at the university level, contributing to the development and consolidation of the Education-Research-Labor Market partnership (Figure 3).

The implementation of this educational partnership will provide teachers with the opportunity to excel in research-based teaching, students will learn and be able to apply theories in practice, both in the private and public sectors, and the collaboration of researchers with public and private institutions will ensure the transfer of new knowledge.

Figure 4. Socially committed University Source: Olav J. Sorensen, 2015



1.3 STRUCTURE OF THE REPORT

The report on the vision of the *USARB team* on a visionary curriculum for cycle I, undergraduate studies, specialty 0400.1 *Public Administration*, linked to the objectives of the project, will start with reflections on the experience gained in applying the PBL methodology to the

pilot group, subsequently describing general visionary study program; the skills developed under the program; the final results of the study program.

Then we will go over to the presentation of the semesters, designed in accordance with the principle of interdisciplinarity, describing the work on the semestrial projects, including the learning objectives, the results and their evolution.

At the end of the report, we will present and detail the roadmap that will guide us in the process of implementing the visionary higher education program based on PBL 0400.1 *Public Administration*, outlining and detailing the action plan that needs to be done to maintain sustainability: developing strategies and policies on how to improve teaching and learning according to PBL philosophy at faculty level and university level; incentives for teachers who apply innovative teaching strategies centered on student-centered learning, etc.

2 LESSONS LEARNED FROM THE DEVELOPMENT AND IMPLEMENTATION OF THE PILOT - PBL STUDY PROGRAM

In order to present a picture of the lessons learned from the implementation of the PBL according to the pilot education plan in the specialty 0400.1 *Public Administration* within the USARB, we intend to reflect on what the objectives were and what are the expected results for trainees and trainers.

Following the reflections, the team outlined in the table below, a set of expected results are as follows:

EXPECTED RESULTS	
For trainees - students	For trainers - teachers
<ul style="list-style-type: none">• team spirit development, planning of group activities, distribution of team roles, diversity in problem-solving cooperation;• awareness of the need for continuous personal and professional development;• developing complex competences such as: higher-level cognitive capacities, problem solving, collaboration and communication;• integrating students from different social and cultural backgrounds.	<ul style="list-style-type: none">• application of the PBL method to other study programs, both faculty and university;• structuring issues as learning opportunities;• collaborating with colleagues to develop interdisciplinary projects;• "management" of the learning process;• proper integration of modern technologies into the teaching process;• designing authentic assessment methods and tools;• opportunities for professional development.

Depending on this criterion - expected results, within the faculty there were interviewed the teachers and students who are studying this program in order to highlight the negative and positive points in applying the PBL methodology in the study process.

Referring to the positive points regarding the implementation of the PBL to the pilot program, following discussions with the interviewees, we found that group work on the projects allowed students to promote diversity-oriented cooperation in finding a common denominator to solve the researched problems.

Speaking in evolution, after 3 semesters of implementation, the teachers found that the students' capacities to document and to analyze critically the information, the brief presentation of specialized scientific articles, the analysis and the elaboration of a thematic bibliography, and the topics of the projects proposed for research and the way of realization have acquired a more pronounced interdisciplinary and multi-perspective character.

Another aspect that has been reflected is the way students are assessed, focusing on the following aspects: group work, problem solving, holistic approach (problem-theory-methodology), reflection, communication and skills. In this respect, at the course units where the semesters were scheduled in the draft plan, the assessment was organized in two forms:

- a. In the case of semestrial projects developed at a course unit, the examination was assessed by the commission for the projects, and the grade will combine the written assessment of the project and the individual oral examination.
- b. In the case of interdisciplinary projects, the assessment of the projects took place at least one week before the start of the examination session before the assessment committee, and the project mark constitutes 50% of the mark per semester at the course units where the project was developed.
- c. Both teachers and students have highlighted that although there are issues to be reflected on, the application of the PBL methodology it is useful and timely, allowing both the competence-specific curricula and the cross-curricular skills to be developed. Also, teamwork on the project implies responsibility of the team members, develops the interpersonal communication skills and the exercise of tasks within the established deadline.

By reflecting on the views of the interviewed, the project implementation team of PBL outlined the following lessons learned on the PBL methodology through three aspects:

- A. Lessons learned on developing the curriculum
- B. Lessons learned on the involvement of educational actors in the training-educational process;
- C. Lessons learned on project development and monitoring.

A. Lessons on developing the curriculum

In the process of modifying the curriculum we found that the goal of reaching the 50 to 50 ratio between courses and a project within the specialty 0400.1 Public Administration is not possible due to the existence of a series of legislative requirements imposed by the ministry in developing study plans.

The principle of academic autonomy, stated in Art. 79 of the Education Code of the Republic of Moldova, is a fundamental principle in the exercise of academic freedom, which allows the higher education institutions, under par. 3, letter c, to draw up study plans, but "in accordance with the state educational standards", ie the Framework Plan which requires mandatory inclusion of *training facilities for general skills and competences* - between 9 and 18 credits and *socio-humanistic orientation* - between 9 and 18 credits.

In this context, we establish that the compulsory inclusion of course units that do not develop specific professional skills, even on the 18th ECTS minimum limit, constitutes 10% of the total number of credits for the study program, which leads to the natural exclusion of the course units inherent in training the future specialist.

Another restriction imposed by item 9 of the Framework Plan is "to allocate a maximum of 4 - 6 study credits for a module", which does not allow the project to be credited with a higher number of credits, and in this respect, neither it allows the reduction of the number of course units per semester.

B. Lessons Learned on the Involvement of Educational Players in the Training - Educational Process

Another aspect to which the project team drew attention is that another stated objective was to transfer the emphasis from teacher-centered education to student-centered education, a process in which the student becomes an active subject of the educational act perceived as a partner of the framework teaching. Completing this education and training process, involving a new subject, labor market representatives, allowed the program's goals to be continually reported to labor market requirements, and study program graduates become competitive on the labor market.

However, we have encountered a number of challenges in the implementation process, including:

- a. Resistance to change*, both for teachers and students.

The PBL philosophy focuses on changing the way teachers are involved in the education process, where the teaching staff providing the pre-fabricated cognitive products, as a balance sheet of knowledge-based truths, passes to supervising the student, where the teachers do not provide exact solutions, but do the expertise the product presented by the student.

The resistance to the change of the teaching staff is due to the fact that the supervision process requires the teacher to be continuously educated to maintain his/ her position as an expert, it requires the re-conceptualization of the taught courses, it requires adjusting the teaching strategies and time management to achieve the objectives of the taught units.

- b. Supervising work on projects predominantly face-to-face and less on-line;*
- c. Collaboration with stakeholders*, which allows us to propose a diversification of the opportunities for the dialogue between the University (teachers, students, supervisors, etc.) and businesses, LPAs, public institutions, NGOs, etc.

In the project implementation period, we identified the low interest of public institution employees in collaborating with the academic environment in order to provide the necessary information for the development of the semestrial projects, being commendable the interest manifested by the civil society representatives in the implementation of the project by providing the students with the necessary information in the development of the projects.

C. Lessons Learned on Project Development and Monitoring

Reflecting on this process, we group the challenges we faced in the process of implementing PBL in four categories:

1. *Challenges regarding the development of the projects*, which highlight difficulties in problem formulation, the application of research methodology, the accumulation of practical materials, the realization of interdisciplinary studies.

Although the students are studying in the first semester of the first year the Methodology of Scientific Research in PBL, where recommendations are made on the structure and content of the project, it remains necessary to develop the *Methodical Indications for the development and support of the PBL projects*.

2. *Challenges regarding group work*, including: the desire to work in a group with only some colleagues; interpersonal conflicts related to the involvement of everyone in the project development, as well as the distribution of roles in the group; interpersonal communication skills and responsibility for taking small decisions; failure to observe deadlines imposed by team members for accomplishment of the tasks.

The stated challenges have prompted us to reflect and take action on student empowerment, including: anonymous reciprocal assessment of each team member's input, supervisor meetings -working groups, in which the supervisors explained to the teams that the final product and team performance is directly proportional to the sum of the individual performances, therefore the organization and independent management of the project development process.

3. *Challenges related to the project supervision process*, highlight the supervisor-student relationship. Supervisors in the student guidance process apply techniques to stimulate students' thinking, imagination, creativity and originality to help students discover problems, research them, and come up with their own visions of solving them without offering them solutions ready, fact encountered by resistance in some working teams. Also, a negative aspect in supervisor-student relationship is the management of conflict situations between group members as a result of the different contribution of group members to the design of the project.
4. *The challenges encountered in the project assessment process* are the difficulties faced by the commissions in the assessment of the half-year projects, among which the difficulties in determining the individual contribution of the group members to the projects, the appreciation of the final product, as well as the tedious participation of employers in the project assessment committees.

In this context, in order to determine the contribution of each member of the team to the design and realization of the project, as well as the theoretical and practical competences acquired by the student, we consider that personal reflections and interpersonal assessments regarding the individual and colleagues contribution are welcome to the project.

3 VISION ON PBL - PUBLIC ADMINISTRATION BASED STUDY PROGRAM

3.1 OVERVIEW

The inefficiency of the interaction mechanism of the higher education institutions with the research and development sphere, with the business environment and the labor market, is one of the weak points of the national university education system. This requires a low level of motivation and accountability for students' learning outcomes, 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 where the teacher sets the emphasis on the process of teaching 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-assessment processes would be equivalent, and the teaching would not be limited to simply passing on knowledge.

Teaching, by giving up the delivery of knowledge as a product, focusing on the "knowledge as a process" model, paying attention to the learning needs, motivation, counseling and orientation of the student, would change the existing learning paradigm and facilitate critical thinking for the student.

Studying the experience of European universities and the teaching methods applied in university education, in particular, problem-based education (PBL), as well as our own experience gained in the project, allowed us to reconfigure the teaching style, teaching methods and procedures used and to shape an ideal program for the specialty 0400.1 Public Administration.

The purpose of the visionary program is to replace classical education, where the teacher is an information provider and the student is the receiver of information, to problem-based education, which would form the foundation in the training of skilled labor force qualified in the field of professional training.

The specialty education plan 0400.1 *Public Administration*, being developed according to the provisions of the National Qualifications Framework, is meant to train specialists in the field of Public Administration.

The degree conferred to the graduates is *licensed in administrative sciences* and the duration of the program is 3 years, ie 180 ECTS credits, the year of study being divided into two semesters of 15 weeks each.

The logoshet of the planned curriculum will involve the combination of the theoretical and practical courses, as well as the preparation of semestrial projects every semester.

The success of the implementation of the educational offer will depend on the emphasis on the learner (student), which becomes an active subject of the qualitative and productive educational process and the effective application by the trainers (teachers) of the teaching methods and procedures, in particular, of education focused on the problem, will facilitate:

- creating an educational environment focused on training of professional and transversal competences specific to the field of professional training;
- developing the analysis and synthesis capacities of the social-economic processes and phenomena specific to the field of professional training, by combining the theoretical and practical aspects;
- developing creativity and team spirit in the context of decision-making and problem solving;
- ensuring conditions to facilitate access, progress in university careers and the mobility of students and graduates in the European space.

Student's educational path to the planned study program involves a reduction in the number of course units studied during the semester, respectively the number of forms of assessment; modularization of course units and progression in professional training, combining:

- initial study of the course units / fundamental modules, then the specialized ones;
- application of knowledge acquired at the course units/ modules previously studied for further course units/modules, thus facilitating analytical progression from micro to macro level;
- solving real problems in Public Administration, from simple to complex problems, both in group and individually, will ensure the holistic progression of the training-educational process.

The effectiveness of the study program depends not only on the teaching-learning strategies used, but also on the assessment strategies applied, which is why the department responsible for the program facilitates and encourages the diversification of innovative forms of assessment, eg group exam, combined written and verbal exam, computer exam, video-exam, peer assessment through Moodle platform, etc.

Achieving the final results of the study program are competitive labor market graduates who are eligible and meet the requirements of labor market offers, therefore the effective implementation of the structured program based on PBL means:

- graduates who learn through research have formed the skills to explore and involve actively in problem solving, in spirit of collegiality and initiative, critical thinking, creativity, cooperation and availability to find original solutions;
- graduates who in the process of learning have combined theory and practice, thus forming a vision of the particularities of the activity in the public institutions, which will facilitate their insertion in the professional field;
- graduates who have formed grouping skills by exercising the roles specific to teamwork by developing interpersonal communication skills and taking responsibility for decision-making;
- graduates who are able to self-assess and identify the need for continuing professional training as well as resources and ways of personal and professional development in order to adapt to the requirements of the labor market.

The concern that the excessive theoretization of higher education does not reflect and does not correspond to the needs of the labor market and the classical methods applied and the amount of

theoretical information studied does not correspond to the wishes of the consumers of the educational services determined us to shape the project of an ideal plan for the specialty of Public Administration. Within the draft plan we equate the co-ordination between the course units in which students acquire theoretical knowledge and in which they form their practical skills.

This shift of focus does not, however, mean ignoring the knowledge and role they have, because even the formation and development of skills and abilities is achieved through their learning processes.

3.2 SEMESTERS

3.2.1 Semester 1

According to the draft vision plan for the specialty 0400.1 Public Administration, we have included for the first semester 5 forms of assessment, ie 2 forms of assessment less than those which exist in the present, due to the application of the modularization principle, establishing 2 units of course and 3 modules presented in the table below:

Theme of the Semester: <i>Organization and Functioning of Contemporary Administrative Systems</i>			
YEAR I			
Name of course unit / module	Assessment form	Number of credits	
		Course 23 ECTS	Project 7 ECTS
General theory of law	E	5	1
Module: 1. Constitutional law and political institutions 2. Political science	E	5	1
Module: 1. Theory of Public Administration 2. History of Public Administration	E	5	1
Module: 1. Methodology of research in PBL 2. Interdisciplinary project	EP	4	4
Foreign Language I - Specialty	E	4	-

In the first semester, the correlation for the credits are: fundamental credits - 63.33%, general culture credits- 13.33% and the project - 23.33%. Basic course units are mandatory pre-requisites for the study of specialized courses and initiate students in the field of professional training.

The total hourly assignment for the first semester is 900 hours (direct contact - 450 hours and individual study - 450 hours), and the direct contact hours are divided into types of activities: course, seminar, laboratory - where supervision of work is carried out in group on projects.

Including Module 1. *Research Methodology in PBL*. 2. *An interdisciplinary project* will provide students with the necessary knowledge to apply the problem-based learning method, enable them to learn how to work with bibliographic sources to avoid plagiarism, how to identify research

methods and theories, accumulate practical materials, practice in formulating problems, contemplate the structure of the project, etc. Under this course, students will get the first group work experience on a project, taking the group exam based on which the project assessment is made.

Planned learning objectives for the first semester I:

- perceiving the notions, concepts, theories and basic methods of the science of administration;
- - knowledge of the fundamental principles of organization and functioning of the administrative structures;
- identifying, analyzing and formulating personalized opinions in relation to problems in the field of administrative sciences;
- studying the specialized vocabulary and developing communication skills in English;
- - the development of individual or team work capacities in order to solve the situations shaped by the professional training field;
- rigorous, efficient, responsible and timely execution of tasks, in a spirit of initiative and in accordance with ethical principles and professional ethics;
- development and support of the first half-year project in the group

The learning outcomes will depend on the achievement of the objectives planned for this semester, being quantified following the assessment of the academic results in accordance with the provisions of the USARB Student Academic Outcomes Regulation, and in accordance with the criteria and methods for evaluating students' knowledge included in the curriculum course units where the quantifiable elements are listed by notes (knowledge, analytical skills, synthesis, assessment, skills, etc.) and the way of performing the final assessment activities and those carried out during the semester. Teachers present the curriculum at the course unit to the first class, specifying the expected learning outcomes, the current and final assessment modalities and forms.

There are not admitted to the exam the students who:

- did not achieve curricular objectives;
- did not get an average mark for being promoted in the current assessment;
- have been absent unmotivated to more than 30% of auditing activities;
- did not support the semester project at the course units, where the grade for the project is part of the mark per semester;
- did not accomplish 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 retired students re-examination sessions.

In order to monitor the quality of the training of specialists in the university, faculty and assessment activities, the department of studies and the deanship organize semi-annually dynamic assessments. The results of these tests are taken into account when calculating the average per semester at the seminar, along with the current assessments made by the teacher.

Starting with the 2012-2013 academic year, the current and final assessment of the curriculum for some course units is done on-line through Moodle tools.

The current and final notes are established according to the students' rating scale, as shown in Annex 8.

Student satisfaction with the study program is assessed by the questionnaire method, according to the SMC System Procedure: *"Customer Satisfaction Assessment"* of the Quality Management System Manual Semestrial, The Quality Management Department organizes the electronic questioning of the students regarding the quality of the training, the forms of organizing the teaching activities, and the information is automatically collected and processed 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 hours / seminar / laboratory, the teacher-student relationship are reviewed.

3.2.2 Semester 2

In this semester, the allocation of credits for the course units will be: fundamental - 40%, specialty - 16,67%, general culture - 13,33%, project - 30%.

Semester II, according to the vision plan, includes 2 course units, 2 modules and an interdisciplinary project, which we have credited except by providing the framework plan for the allocation of a maximum of 6 credits for the module, which allowed us to reduce the number of forms rating from 7 to 5 for the given semester.

Theme of the semester: Public function and status of civil servant			
Year I			
Name of the course uni/module	Assessment form	Number of credits	
		Course 21 ECTS	Project 9 ECTS
Administrative law I	E	6	-
Module.1. Ethics and deontology of public servants. 2. Liability of the civil servant	E	5	-
Interdisciplinary project	EP	-	9
Module. 1. Elements of civil law and civil procedure. 2. Elements of criminal law and criminal procedure	E	6	-
Foreign Language I - Specialty	E	4	-

The expected results will depend on the achievement of the planned objectives for the semester II:

- using the knowledge acquired in the core 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;

- interpreting the various administrative models in order to solve typical problems in the field of Public Administration;
- analyzing draft administrative decisions to assess their legality;
- the analysis and legal framing of situation solving and modeling of processes in the sphere of Public Administration;
- perceiving the necessity of applying modern technologies in the activity of Public Administration;
- achievement of the interdisciplinary project of medium complexity, focused on current and relevant issues in the field of training, allowing the planning of the group activity, the distribution of the roles in the team, the diversity in cooperation, the 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 items 1.1.-1.20, **Chapter III. Academic Assessment and Promotion of the Regulation on the Assessment of Student Academic Outcomes** in the USARB.

Students who have accumulated the total number of compulsory credits (60) provided in the curriculum for the respective year are promoted during the following year of study. In cycle I education, education based on attendance of the lessons, the promotion in the next year of study is conditioned by the accumulation of at least 40 credits at the course units/compulsory modules provided in the annual study contract.

3.2.3 Semester 3

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

The credits for the course units for semester III were as follows: fundamental - 13,33%, specialty - 50%, project - 36,67%, and the number of forms of assessment is 5.

<i>The theme of the semester: Decentralization and administrative deconcentration - principles of organization of local Public Administration</i>			
YEAR II			
Name of the course unit / module	Form of assessment	Number of credits	
		Course 19 ECTS	Project 11 ECTS
Administrative law II	E	4	-
Financial and fiscal law	E	4	-
Contraventional law	E	4	-
Interdisciplinary project	EP	-	11
Family law and civil status	E	4	-
Psychology of leadership	E	3	-

Student academic progress and expected results depend on achieving the expected **learning objectives** for semester III :

- application of notions, interpretation of concepts and theories in typical situations in the field of Public Administration;
- reporting the methodological principles of decision making in the administrative field to concrete situations;
- the use of the criteria and requirements for drawing up draft administrative decisions for various factual situations;
- appropriate application of modern technologies in Public Administration, with a view to assessing the efficiency 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 solutions proposed in the interdisciplinary project
- improving grouping techniques by developing interpersonal communication skills and taking responsibility for decision-making in project work.

The interdisciplinary project will include a complex problem, and students will have to demonstrate skills to collect, analyze and interpret information in accordance with the PBL methodology.

3.2.4 Semester 4

The knowledge gained in previous semesters is pre-requisite for studying course units in the semester IV.

Credits for course units, for semester IV, are as follows: specialty - 50%, project - 50%, and the number of assessment forms was reduced to 4.

Theme of the semester: <i>Strategies for recruiting and stimulating staff in the public service</i>			
YEAR II			
Name of the course unit / module	Form of assessment	Number of credits	
		Course 15 ECTS	Project 15 ECTS
Control of the administrative act	E	5	-
Labor Law and Social Protection	E	5	-
- Management of public service	E	5	-
Specialty practice I + Project	EP	-	15

Student academic progress and expected results depend on achieving the expected **learning objectives** for this semester:

- identifying, analyzing and solving problems in the field of Public Administration in accordance with the legal provisions, in a cooperative, flexible and efficient manner;
- understanding and efficient use of Public Administration methods for the purpose of legally enforcing the project research issues;
- application of the legal norms in order to identify the solutions for the problems investigated within the projects;
- use of standard assessment criteria and methods to assess the effectiveness of solutions for the problems investigated in the projects;
- drafting proposals for changing and amending the legislation in the field of Public Administration.

In the semester IV the students will develop a complex project according to the semester theme, acquiring empirical material within the specialty practice, trying to apply the theories identified in the research of the problem to the realities of the training field, analyze the results and formulate own solutions regarding the researched problem.

3.2.5 Semester 5

Knowledge gained in previous semesters is pre-requisites required for study units in semester IV.

Credits for course units, for the semester III, will be as follows: 40% of the specialty, 60% of the project, and the number of assessment forms will be 4.

The theme of the semester: <i>E-government - a strategic direction of the development of public services</i>			
YEAR III			
Name of the course unit / module	Form of assessment	Number of credits	
		Course 12 ECTS	Project 18 ECTS
E- governance	E	4	-
Urban planning and landscaping	E	4	-
Techniques for drafting administrative documents	E	4	-
Specialty practice II+Project	EP	-	18

Student academic progress and expected results depend on achieving the expected **learning objectives** for this semester:

- the use of modern technologies, the different forms and methods of control of the assessment of the administrative activity and the formulation of proposals for its efficiency;
- perceiving the necessity of applying modern technologies in the activity of Public Administration;

- identification of the forms and methods of control of the administrative activity assessment;
- application of different mechanisms and forms of administrative control related to the professional field;
- the proper use of modern technologies in Public Administration, in order to assess the efficiency of the governance act;
- development of the e-transformation projects of the Public Administration;
- knowing the standard requirements for modern communication technologies in Public Administration.

The project development in semester V will require from students a deep knowledge of the national strategies for the development of e-governance, the identification of the advantages and disadvantages of this process, and the shaping of their own visions on the issues studied within the project.

3.2.6 Semester 6

In semester six, the study program includes three forms of assessment, and credit for course units for semester VI will be as follows: specialty - 33.33%, project - 66.67%.

The theme of the semester: <i>The reform of the Public Administration of the Republic of Moldova: problems and solutions</i>			
YEAR III			
Name of the course unit / module	Form of assessment	Number of credits	
		Course 10 ECTS	Project 20 ECTS
Public Procurement Management	E	4	-
Central and local Public Administration	E	6	-
Research practice. Project / License Thesis	EP	-	20

The learning objectives and results for this semester correspond to the outcomes of the study plan and the graduate student must be able to:

- apply the knowledge gained in the fundamental and specialized courses studied, in a determined professional environment;
- to solve specific Public Administration situations, by applying the case study method;
- demonstrate creativity in the instrumentation of administrative acts and procedures in the learning, research and work process
- to show team spirit in the context of administrative decisions;
- to use the specific language of the Public Administration, as well as the specific methodology, in the implementation of the half-year projects;
- analyze and synthesize socio-economic processes and phenomena by developing and implementing managerial strategies;

- strengthen decision-making capacities and manage changes in Public Administration, by risk assessment and assuming professional responsibilities;
- to cultivate their collaboration skills with specialists from other fields in the context of change management;
- to develop the written and oral scientific communication in the development and presentation of the bachelor thesis;
- use digital action tools, create documents and use basic electronic services in research area;
- apply at least one foreign language for the use of specialized texts in the elaboration of the thesis;
- to assume the ethical responsibility for the results of the research included in the bachelor thesis;
- demonstrate the capacity to develop, at cycleII, master's degree studies skills, acquired in cycle I, undergraduate studies.

The bachelor thesis, as a form of final assessment of the academic activity of the student. The period of the bachelor thesis is preceded by a practice (research practice), which aims to consolidate the theoretical knowledge obtained during the years of study, to select the information necessary for the elaboration of the bachelor thesis and to get some skills in the field of professional training.

The bachelor thesis is an original, scientifically based work aimed at assessing students' competencies to conduct research, apply theoretical knowledge in the process of developing practical solutions specific to the field of professional training.¹

Unlike other scientific papers (reports, articles, etc.), in which the author expresses his / her views and theoretical ideas in a way that he considers appropriate, the thesis is elaborated in accordance with the methodology of the scientific research.

The bachelor thesis involves the designing and elaboration - under the guidance of the teaching staff who has the status of scientific leader - of a text that contains, in a logical and orderly sequence, information, ideas and opinions of the author, detached or formulated following the study of the specialized literature and the practice of competent bodies in the field. The elaborated bachelor's thesis is presented and submitted to a licensing committee.

Students who have completed the curriculum in full and have accumulated the number of credits established for the Public Administration program are admitted to the bachelor exam. Admission to the exam for supporting the thesis is done by order of the USARB Rector one month before the start of the license exam.

The assessment of the license thesis is carried out according to the following assessment criteria:

1. Complexity and level of scientific content of the work;
2. The ability to synthesize and the degree of competence proven by the student;
3. Structure of the analyzed paper

¹Item 3 of the Framework for Higher Education (1st cycle - Bachelor, 2nd cycle - Master, Integrated Studies, 3rd cycle - Doctorate)

4. The value and relevance of the bibliographic references studied;
5. Using research methodology and providing arguments for research motivation
6. The value of the results obtained as a result of the research carried out;
7. Ability to present the papers before the committee members;
8. Degree and ability to answer questions posed by members of the Commission;
9. Compliance with the provisions of the Guide on the elaboration and support of the bachelor thesis and the requirements of the chair and the coordinating teachers.

The bachelor thesis is assessed separately with grades based on the "10" to "1" scoring scale, the minimum promotion mark being "5".

Obtaining a lower mark than "5" in the bachelor thesis is qualified as a non-promotion of the license exam. If the license thesis was rated under "5", the license exam committee decides whether the same work, after the necessary corrections, can be submitted to repeated defend, or whether the subject of the thesis is necessary to be changed.

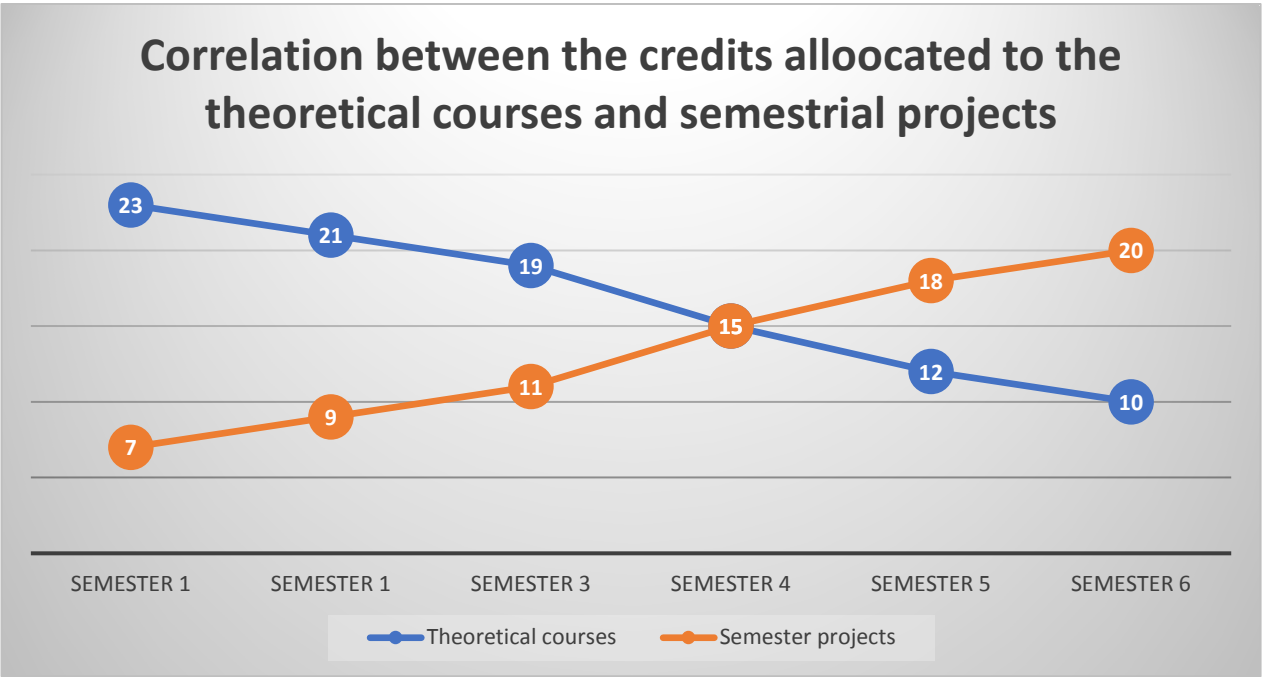
Students have the right to challenge the decision of the License Committee. Applications for appeals shall be submitted in writing to the Secretary of the Bachelor Examination Board within 24 hours of the communication of the results and shall be recorded by the Secretary in the Minutes Keeping Record.

Complaints will be reviewed by the Licensing Commission within 48 hours of its submission, under the supervision of the Supervisory Board. The license exam committee, after re-examining the license, decides whether or not to change the mark by increasing or decreasing it. The Commission's decision remains final.

If the graduate did not defend the bachelor thesis at the established session, he/ she has the right to repeatedly support it, no more than twice in the next 5 years, with the student bearing the examination fees set by the USARB. At the second submission, the student will ask for reconfirmation or modification of the thesis theme at least 6 months before the start of the bachelor's examination, by submitting the application on behalf of the rector, endorsed by the head of the department and the dean of the faculty

The educational path passed by graduate students during the 6 semesters will allow for the accumulation of 100 study credits following the theoretical courses and the accumulation of 80 study credits following the development and support of the team projects. The implementation of the AP - PBL program will allow us to reach the ratio of lectures and teamwork at 55.56% to 44.44%, the progression shown in the diagram below:

Figura 5. Progress of the planned hours for projects under the AP visionary Plan



4 ROADMAP

4.1 INTRODUCTION

Ensuring the sustainability of PBL methodology implementation within the USARB requires a series of actions presented in the Roadmap (Annex 2), which are under implementation or to be carried out in the period 2019-2022.

The development of the Roadmap started at the start of the PBLMD project, with the following activities: Valentina Prițcan, PhD, Institutional Coordinator; Natalia Gaitsoi, first pro-rector; PhD, Mariana Spatari, PhD, lect. sup. Univ., Head of the Department of Public Law; Ina Odinokaia, PhD, Associate Professor, Head of the Department of Private Law; Eduard Boisteanu, PhD, Assistant Professor; Veaceaslav Pînzari, PhD, Univ. Ion Dănoi, PhD, lect. sup. univ. ; Sergiu Boca, PhD, lect. sup. univ. ; Valentin Cazacu, PhD, lect. univ. ; Daniela Pojar, Assist. univ. ; Mihaela Kruglitchi, Assist. univ. (the status of the persons is indicated according to the project start-up period)

The Roadmap was built on the experience gained in mobility and study visits in partner universities, based on the views of foreign experts on the changes to be made both at program level and at management level, ensures the application of the PBL philosophy within the institution, not only to the pilot program, but also to other curricula.

The experience gained between September 2017 and April 2019 in implementing problem-based education and group project development has made us aware that the use of interactive methods in teaching-learning contributes significantly to improving learning performance and facilitates employability of graduates in the field work.

In this regard, in order to ensure the quality of teaching-learning-assessment according to the PBL methodology, we aim to carry out the following activities: continuous teacher training, consultation and involvement of employers in the training-educational process, effective dialogue between the USARB internship manager and internship practice tutorial, evaluating the satisfaction of teachers, students and employers about the application of PBL.

We could divide these activities into several directions, which we are going to implement in parallel, according to the roadmap.

4.2 PERIOD 1

A. Expansion and consolidation of the PBL culture at the institutional level.

The basic aim of this direction is to undertake institutional and extra-institutional measures to promote the PBL methodology

The achievement of the outlined goal is to achieve it by gradually achieving the following objectives:

- inclusion of the PBL philosophy in the Strategic Plan at institution level, faculty, chair.

- promoting good PBL practices in the USARB academia, with a view to getting knowledge from academics and other interested people about the benefits of learning based on problems and employment opportunities for graduates of these programs;
- diversification of PBL-specific educational resources (databases, media resources, bibliography, etc.);
- creating workspaces for small groups (faculty, library, dorm, etc.) where students could work on project development;
- modifying study plans at college level and including projects in other specialties;
- identifying specialties for PBL extension at USARB level;
- developing the PBL Learning Plan for the programs identified at the USARB level;
- implementing PBL for programs identified at USARB level;
- strengthening and initiating partnerships with universities in the country and abroad to ensure the mobility of teachers and students.

B. Continuing teacher training according to the PBL philosophy.

The basic aim of this direction is to train and develop the teaching skills adjusted to the PBL of the USARB teachers, which we propose to achieve through the following actions:

- organizing continuous training courses for teachers;
- developing the methodological guide on teaching in PBL;
- adjusting normative regulations and awarding performance bonuses for teachers who apply the PBL methodology;
- ensuring the mobility of teachers.

C. Working with the actors of the educational act on the application of PBL.

The main purpose of this action line is to strengthen the dialogue between the actors of the teaching staff-student-employers act, to modify the university curricula according to the requirements of the labor market and, thus to facilitate the insertion of the graduates into the labor market.

In this context, we aim to achieve, in the period 2019-2022, the following actions:

- counseling and career guidance;
- working together with PBL employers and graduates;
- creating a database on the satisfaction of students and teachers in the application of PBL in the teaching-learning-assessment process;
- more active involvement of employers in the study process and assessment of employers 'satisfaction with the quality of PBL graduates' training.

4.3 PERIOD 2

To carry out studies under the Public Administration pilot program developed in 2017.

The main purpose of this direction is to organize and develop the training-educational process for the period June 2019 - December 2021 within the AP-PBL pilot program, which we aim to realise by achieving the following *objectives*:

- writing and disseminating information leaflets about the program of high school graduates;
- media coverage of information through the media, the USARB website www.usarb.md, [usarb_facebook](#), etc
- dissemination of information with reference to PBL-based trials in the USARB caravan of admission;
- organizing the admission for the 2019-2021 program
- organizing the process of finalizing the studies of the promotions registered for this program;
- enriching information resources by subscribing to internationally recognized speciality journals and registering the institution in on-line databases that provide students with access to the information and knowledge necessary for project preparation;
- expanding the number of PBL team workrooms within the faculty, as well as the USARB Scientific Library;
- diversifying practice agreements by engaging employers to accept students trained according to PBL methodology.

4.4 PERIOD 3

Development, approval and application of the new program for the Public Administration specialty according to the PBL methodology.

The main purpose of this direction is to initiate, develop and approve a visionary Public Administration Plan, designed based on the principles of problem-based learning, as well as its accreditation.

We propose to achieve the stated goal by June 2022 so that we can organize our admission to the new program by undertaking the following actions:

- continuous monitoring to improve the pilot study program
- reconceptualization of the study plan related to Public Administration to achieve the goal 50% (theory) and 50% (projects);
- re-conceptualizing the curriculum structure of course units/modules according to the PBL methodology;
- elaboration of the methodical indications regarding the development and support of the projects;
- preparing the accreditation report of the study program designed according to the PBL methodology.

5 THE ACTION PLAN

5.1 INTRODUCTION

The implementation of the Roadmap is intended to be put into practice by the measures outlined in the Action Plan (Annex 3), for the implementation of which the USARB will identify human, material, time, financial, and informational resources.

We find that the measures taken in the PBLMD project on the procurement of equipment necessary for the application of the PBL methodology, the experience accumulated by the teachers in the mobility, allowed us to disseminate and organize workshops with faculty teachers and students within the USARB.

However, in order to consolidate the PBL culture in the USARB, as well as to operate the changes and carry out the studies in the projected vision program, actions are to be undertaken to reconfigure university curricula, teaching strategies applied in the study, selection and preparation of teaching materials based on PBL, analysis of the satisfaction of students and staff about group work on projects etc.

5.2 ACTIVITIES AND RESOURCES

5.2.1. Period I

A. Carrying out studies under the Public Administration pilot program developed in 2017.

We aim to achieve the goals and objectives outlined for this stage through the following actions:

- a. Surveillance of the pilot program and its improvement as a result of the questioning of the students regarding the satisfaction of the program studies, as well as of the employers regarding the competences of the graduates of this study program;
- b. regularly reviewing the study program in accordance with students 'and employers' wishes;
- c. diversifying the information resources needed to ensure that students have access to the information and knowledge necessary for project development;
- d. identifying the practice bases and sowing agreements on practicing internships.

B. Develop, approve and implement the new Public Administration program in accordance with the PBL methodology.

To achieve the stated purpose, we propose to carry out the following:

- a. continuous monitoring to improve the pilot study program;
- b. reconceptualisation of the Public Administration study plan to achieve the goal 50% (theory) and 50% (projects);
- c. Re-conceptualizing the curriculum structure of course units/modules according to the PBL methodology

The implementation of the above measures requires the following resource categories:

- a. human - project implementation team PBLMD, Department of Quality Management; Department of Information Technologies, Department for teaching and methodical activity.
- b. materials - halls/spaces arranged for group work, computers, office products and stationery.
- c. Information - Internet access through USARB wi-fi network, databases and books of the USARB Scientific Library.
- d. time - the involvement of the Dean and the Division for teaching and methodological activity in order to develop an efficient timetable that would ensure the time management of both students and teachers.
- e. financial - the coverage of the expenses and procurement of the equipment for the realization of the study program was made on the account of the PBLMD project and the co-financing of the USARB involves the arrangement of the PBL courses, the purchase of consumables, the provision of the necessary premises for the group activities, computer use, etc.

5.2.2 Period II

Expansion and consolidation of the PBL culture at the institutional level.

We aim to achieve the goals and objectives outlined for this stage through the measures taken in the following directions:

a. Promotion of PBL culture and in-service continuous teacher education at institutional level

- inclusion in the Strategic Plan at institution level, faculty, department of the development of the PBL culture;
- promoting good PBL practices in the USARB academia, with a view to getting knowledge from academics and other interested people about the benefits of learning based on problems and employment opportunities for graduates of these programs;
- organizing continuous training courses for teachers;
- development of the methodological guide on teaching in PBL;
- adjusting normative regulations and awarding performance bonuses for teachers who apply the PBL methodology;
- diversification of PBL-specific educational resources (databases, media resources, bibliography, etc.);
- creating workspaces for small groups (faculty, library, dorm, etc.) where students could work on project development;
- Identification of at least 5 specialties for PBL extension at USARB level.

b. Strengthening the partnership between the university and the labor market representatives

- counseling and career guidance;
- working together with PBL employers and graduates;
- creating a database on the satisfaction of students and teachers in the application of PBL in the teaching-learning-assessment process;

- more active involvement of employers in the study process and assessment of employers 'satisfaction with the quality of PBL graduates' training.

Implementing the actions outlined above requires the following resource categories:

- a. *human* - project implementation team PBLMD, Deans and heads of USARB departments, Center for Continuous Teacher Education; Department for International Relations; Department of Information Technologies; Quality Management Department, Career Guidance Center.
- b. *materials* - spaces for organizing continuous training courses, computers, office products and stationery, will be prepared and endowed with the necessary number of study rooms for the implementation of PBL.
- c. *Informational* - Internet access via USARB wi-fi network, USARB scientific library databases and books, <http://pblmd.aau.dk> site, DMC questionnaire database.
- d. *time* - organization of continuous teacher training courses during the second half of the day, on working days; realizing career guidance from leisure time.
- e. *financial resources* - the resources needed to prepare study rooms to expand the number of students who will learn based on PBL, teacher trials, dissemination of experience, admission to several study programs will be allocated by the USARB, etc.

6 STRATEGIC RECOMMENDATIONS AT THE UNIVERSITY LEVEL

6.1 INTRODUCTION

The stated policies are aspirations focused on exhaustive approach: taking into account all the parties involved in ensuring quality education through the implementation of PBL - university, students, teachers, Public Administration, economic agents.

All students must acquire the skills, knowledge and transferable skills they need in order to facilitate employment.

To this end, within USARB there will be upgraded the study programs, teaching materials and student assessment systems. To improve the quality and relevance and to increase the number of students, flexible and innovative approaches and methods are needed. We will exploit the benefits of Information and Communication Technologies (ICT) and other new technologies to enrich the teaching process, improve learning experiences and support PBL learning so that each student has high quality education.

Teachers should receive increased support through effective selection and recruitment procedures and training programs. Relevant and high quality higher education recognizes and supports performing teaching methods.

Theoretical training is important, but we believe that this must be complemented by relevant and sufficient practice. Without this practice, theory can not be properly assimilated nor can it be useful to students and future graduates. In this sense, we consider that one of the keys to solving these problems can be the improvement of the relations between universities and the economic environment.

The recommended policies below come in full accordance with the ones outlined.

6.2 LEVELS OF STUDY PROGRAM

At the program level we come with the following recommendations:

- Development of new study plans in the USARB or updating of study plans, focusing on the PBL methodology.
- Revision / development of the curricula for each discipline included in the study plan of the Public Administration specialty.
- Inclusion in the curriculum, beginning with the first semester, of the Introduction to PBL, which would form the core competencies in organizing and implementing teamwork on a project-problem basis;
- Ensuring students with methodical and teaching material: through Moodle platform, printed papers.
- Developing a Guide that would facilitate problem formulation and development of group project by students.

6.3 LEVELS OF DEPARTMENTS AND FACULTIES

At Department level:

- Departments / departments should be responsible for hiring and promoting staff according to their achievements.
- The departments, in collaboration with other institutional structures, will be responsible for finding opportunities for communication and collaboration with the external environment in order to adjust the study plans to the requirements of the labor market, to solve problems faced by the Public Administration in the projects, master or doctoral theses, identifying the right students to be recruited, organizing laboratories and training centers to be used jointly by the university and the external partners to initiate and organize continuous training courses / programs.

At the Faculty level:

- Faculties provide increased flexibility in setting the timetable for practical lessons and optimize the use of PBL-equipped study rooms.
- Building on the experience of the University of Aalborg, it is welcomed to appoint among the experienced teachers who teach in the respective semester the coordinator responsible for the semester. Its role is to coordinate the activity of teachers who have lessons in the respective semester, to communicate with students about learning experiences and to consult on the educational path, etc.
- Promoting good practices of PBL implementation between faculties.

6.4 LEVEL OF DEPARTMENTS

Stimulate staff to study and use PBL in the study process.

- Creating the conditions for the realization of lifelong learning and mobility in practice.
- Including as a criterion for promoting the knowledge of a foreign language of high level international circulation.
- Supporting the continuous training of teachers by providing the necessary financial support.
- Promoting a performance-based payroll system.

6.5 STUDENTS' LEVEL

- Involving students in promoting PBL good practices;
- Students of the 2nd and 3rd year will share the experience with the application of PBL to students of the first year;
- Involving students in peer assessment;
- Periodic assessment of the quality of PBL-based teaching by students.

6.6 LEVEL OF PEDAGOGICAL PREPARATION OF PBL

- Organizing PBL pedagogical training programs for USARB teachers;
- Develop a series of methodologies / instructions on the principles of group formation that would offer the opportunity to avoid problems that may arise in the given process;
- Developing a guide for students, teachers and supervisors on the principles and rules for examining the project, the time allocated for presentation and examination, principles, examination criteria, etc.

6.7 SOCIETY LEVEL

An important role in the development / improvement of the study program and the analytical programs is given to employers and graduates, who are consulted in the process of their development and improvement (the form of expertise), in the organization of the specialized and licensing practice (the form of the corresponding agreements) during the bachelor's examination (formulation of problems/theses of thesis) (participatory form), etc.

- Collaborating with the Public Administration, NGOs, in order to identify the topics that could be developed within the PBL-based study programs;
- Involvement of practitioners in the process of teaching the courses and evaluating the projects;
- Inviting practitioners to project assessment;
- Organization of Workshops with the participation of representatives of the Public Administration in order to determine their requests and needs

6.8 LEVELS OF ADMINISTRATION AND MANAGEMENT

- Expansion and consolidation of the PBL culture at institutional level.
- Creating conditions for teachers to study the PBL method (paying for courses, organizing courses).
- Creating a pedagogical micro-group for the training / improvement of teaching staff in the field of interactive teaching methods, especially PBL.
- Extending the number of PBL rooms.
- Ensure that structures at each level have public relations objectives and their work to be assessed against this category of objectives.

7 FINAL CONCLUSIONS

Ensuring the sustainability of problem-based learning in the USARB involves a radical change in the study process. We started from the fact that learning outcomes not only have to provide knowledge, but also to develop professional and personal skills. We recognize that today our programs have many reservations in the field of professional skills and competences, as well as certain personal skills (interpersonal communication, professional orientation and employability and adaptation to the labor market).

Activities that should lead to skills (case studies, projects, practice) are not always adjusted to the needs of the program or are often formally conducted (eg student practice).

We want to implement the PBL methodology to bring real-life students closer to the Public Administration, to facilitate student mobility by deepening English language knowledge, especially in specialized disciplines, but also by offering more quality training than that offered in European universities.

Obviously, these aspirations require time and effort both from the academic and administrative staff, as well as from the administration of the university, but also from the economic agents, whom we want to involve in plenary in the training activity through various joint activities. We want, in partnership with Public Administration representatives, to propose a considerable number of bachelor/master project topics or joint research themes annually. We consider it necessary to develop the involvement of Public Administration representatives in such activities as student practice, student research activities, case studies, projects and other activities included in the study program.

By implementing the PBL methodology, we want to ensure the stimulation of innovation and creativity in the Public Administration system.

We are aware that all of this can not be ensured in an immediate time, so we have developed a Roadmap and Action Plan that we are committed to go step by step towards the desired goal.

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Annex 1. Vision on the study program 0400.1 Public Administration – 2022

Year of studies	Semester	COURSE UNITS					Forme of assessment
I	1	General theory of law (5 ECTS)	Constitutional law and political institutions (5 ECTS)	Module 1.Theory and History of Public Administration 2. Political science (5 ECTS)	Methodology of PBL research (4 ECTS) + PROJECT (7 ECTS)	Foreign Language I - Specialty (4 ECTS)	5
	2	Aadministrative Law I (6 ECTS)		Module 1. Ethics and deontology of public servant 2. Liability of the civil servant. (5 ECTS)	Module 1. Elements of civil law and civil procedure. 2. Elements of criminal law and criminal procedure (6 ECTS)	Foreign Language II-Specialty (4 ECTS)	5
II	3	Administra- tive Law II 4 ECTS)	Financial and fiscal law (4 ECTS)	Contraventional Law (4 ECTS)	Family law and civil status (4 ECTS)	Psychology of leadership (3 ECTS)	5
	4	Control of the administrative act (5 ECTS)	Labor Law and Social Protection (5 ECTS)	Public Service Management (5 ECTS)	Specialty practice I + PROJECT (15 ECTS)		4

III	5	E-governing (4 ECTS)	Urban planning and landscaping (4 ECTS)	Techniques for drafting and maintaining administrative documents (4 ECTS)	Specialty practice II + PROJECT (18 ECTS)	4
	6	The management of public procurement (4 ECTS)	Central and local Public Administra- tion (6 ECTS)	Research practice + PROJECT / BACHELOR THESIS (20 ECTS)		3

Annex 2. Roadmap for sustainability of PBL in USARB

No. d./o.	Expected actions	YEAR 2019				YEAR 2020				YEAR 2021				YEAR 2022			
		1 - 3	4 - 6	7 - 9	10 - 12	1 - 3	4 - 6	7 - 9	10 - 12	1 - 3	4 - 6	7 - 9	10 - 12	1 - 3	4 - 6	7 - 9	10 - 12
1.	Expansion and consolidation of the PBL culture at the institutional level					+	+	+	+	+	+	+	+	+	+	+	+
2.	Including the PBL philosophy in the Strategic Plan at the level of institution / faculty / chair				+	+	+										
3.	Continuous teacher training according to the PBL philosophy				+	+	+	+	+								
4.	Changes in regulations related to norms and performance bonuses				+												
5.	Diversification of educational resources (databases, media resources, bibliography, etc.)				+	+	+	+	+	+	+	+	+	+	+	+	+
6.	Creating workspaces for small groups (faculty, library, dorm, etc.)						+	+	+	+	+	+	+	+	+		
7.	Institution co-operation with PBL employers and graduates				+	+	+	+	+	+	+	+	+	+	+	+	+
8.	More active involvement of employers in the process of studying and assessing employers 'satisfaction with the quality of PBL graduates' training				+	+	+		+	+	+		+	+	+		+
9.	Creating a database on the satisfaction of students and teachers on the application of PBL in the teaching-learning-assessment process				+	+	+										

10.	Career guidance and guidance activities	+	+			+	+			+	+			+	+		
11.	Reconceptualisation of the Public Administration Study Plan by implementing the 50% (theory) / 50% (projects)	+	+	+													
12.	Elaboration of the methodical guidelines for the development and support of the projects				+												
13.	Modify study plans at college level and include projects in other specialties									+	+						
14.	Re-conceptualize the curriculum structure of course units / modules according to the PBL methodology							+				+					
15.	Prepare for accreditation/re-accreditation of study programs designed according to the PBL methodology													+	+	+	+
16.	Strengthening and initiating partnerships with universities in the country and abroad to ensure the mobility of teachers and students	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Annex 3. USARB Action Plan

Nr. d./o.	Expected actions	Implementation deadline	Responsible	Expected results
1.	Expansion and consolidation of the PBL culture at the institutional level	during the years 2020-2022	First Vice-Rector for Teaching; Vice-Rector for Scientific Activity and International Relations	Applying the PBL methodology across all USARB faculties
2.	Including the PBL philosophy in the Strategic Plan at the level of institution / faculty / chair	October 2019 to June 2020	First Vice-Rector for Teaching; FDSS Dean; Head of the chair	Recognizing PBL as a strategic direction of institutional development
3.	Continuous teacher training according to the PBL philosophy	October 2019 to December 2020	First Vice-Rector for Teaching; Continuing training center	Application of PBL methodology by teachers from different study programs in the teaching-learning-assessment process
4.	Changes in regulations related to norms and performance bonuses	June-September 2019	First Vice-Rector for Teaching; Senate Commissions	Regulating Norms and Paying SupervisingHours
5.	Diversification of educational resources (databases, media resources, bibliography, etc.)	September 2019-December 2022	Department of Information Technologies; Scientific library	Access to new information resources
6.	Creating workspaces for small groups (faculty, library, dorm, etc.)	June 2020-September 2022	Pro-rector for administrative-household activity; Economic planning section	Customized rooms for teamwork
7.	Institution co-operation with PBL employers and graduates	during the years 2019-2022	Career counseling and guidance center	Partnership agreements concluded, providing practical basics for students
8.	More active involvement of employers in the process of studying and assessment of employers 'satisfaction with the quality of PBL graduates' training	during the years 2019-2022	Department of Quality Management; Career counseling and guidance center	Highlighting the Positive and Negative Potential of PBL Graduates' Skills and Outlining Remedies for Weak points
9.	Creating a database on the satisfaction of students and teachers related to the application of PBL in the teaching-learning-assessment process	October 2019 - June 2020	Quality Management Department; Information Technologies Department; FDSS	Satisfaction analysis and outline of the directions of application of PBL with the elimination of

			Dean; Head of the Department	the discovered deficiencies
10.	Career counseling and guidance activities	annual, April - August	Career counseling and guidance center; Student Self-Governance	School graduates interested in being admitted to PBL study programs
11.	Reconceptualisation of the Public Administration Study Plan by implementing the 50% (theory) / 50% (projects)	January - June 2019	FDŞS Council; Senate; Council for Institutional Strategic Development Profile Chair;	New study program developed / approved
12.	Modify study plans at college level and include projects in other specialties	January-June 2021	Profile Department; FDŞS Council; Senate	5 study programs (Cycle I and II) developed using PBL methodology
13.	Re-conceptualize the curriculum structure of course units / modules according to the PBL methodology	July-September 2021-2022	FDŞS Departments	Curricula elaborated with the implementation of PBL
14.	Prepare for accreditation / re-accreditation of study programs designed according to the PBL methodology	January-December 2022	First Vice-Rector for Teaching Activities; Study Section; Quality Management Department; Head of Department	Study Self-Assessment Report
15.	Elaboration of methodical indications for the development and support of the projects	December 2019	Head of Department; PBL USARB team members	Methodological guidance on designing and supporting projects
16.	Strengthening and initiating partnerships with universities in the country and abroad to ensure the mobility of teachers and students	during the years 2019-2022	The Vice-Rector for the scientific activity and international relations; deans and heads of departments	Mobility achieved

Annex 4. Study program at the specialty 0400.1 Public Administration, implemented from 1 September 2017

Year of study	Semester	COURSE UNITS							Forms of assessment
I	1	General theory of law (6 ECTS)	Constitutional law and political institutions (6 ECTS)	Module 1.Theory of Public Administration 2.History of Public Administration (6 ECTS)		Public international law (4ECTS)	Political science +project (4 ECTS)	English / French / German languages I (4 ECTS)	6
	2	Administrative Law I + project (6 ECTS)	Civil law (5 ECTS)	Criminal law (4 ECTS)	EU Institutional law (3 ECTS)	European construction (4 ECTS)	Information and communication technologies (4ECTS)	English / French / German languages II (4 ECTS)	7
II	3	Administrative law II (4 ECTS)	Financial and fiscal law (3 ECTS)	Contraven-tional law (3 ECTS)	Family law and civil status (4 ECTS)	Information law (4 ECTS)	Labor Law (4 ECTS)	Philosophy. Philosophical issues of the field (4 ECTS)	7
		Interdisciplinary Project - (4 ECTS)							
	4	Control of the administrative act (5 ECTS)	Civil procedural law (6 ECTS)	The right to social protection (4 ECTS)	Psychology of leadership (3 ECTS)	Market Economy Principles (4 ECTS)	Ethics and professional ethics (2 ECTS)	Specialty practice I + project (6 ECTS)	7
III	5	Liability of the civil servant (3 ECTS)	Public Service Management (4 ECTS)	E-governance (4 ECTS)	Urban planning and landscaping (4 ECTS)	Law on Environment (3 ECTS)	Specialty practice II + project (6 ECTS)		6
	6	Public Procurement Management (4 ECTS)	Central Public Administration (3 ECTS)	Local Public Administration (3 ECTS)	Administrative contracts (3 ECTS)	Office supply, correspondence and secretarial techniques (3 ECTS)	Research Practice + Bachelor Thesis (14 ECTS)		6

Annex 5. Curricula in the specialty 0400.1 Public Administration, applicable from 01 September 2017

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 30.05.2017



APROBAT
la ședința Senatului
Universității de Stat „Alec Russo”
din Bălți
Rector _____
Proces verbal nr. 11 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	60	30	30	-	E	6
			30	30	16	14	-		
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
					450				
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	Birotica, 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.)	14
		Susținerea tezei de licență	VI	3/180	01.06.2020-19.06.2020	

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, analizarea 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 limbajului 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 acțiune 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 acestora.
CUNOȘTINTE						
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 soluțiilor pentru situațiile de fapt 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 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 lor 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 „Alecu 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.

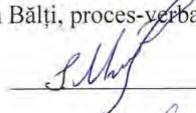
În sem. 3 orele de seminar la unitățile de curs nominalizate au fost divizate, după cum urmează: *Drept administrativ II* (seminar - 22 ore și laborator - 24 ore); *Drept financiar și fiscal* (seminar - 14 ore și laborator - 16 ore); *Drept contravențional* (seminar - 14 ore și laborator - 16 ore).

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 „Alecu 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 „Alecu 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 6. Advertising Flier of the Study Program Public Administration - 2017

<p>PERSPECTIVE PROFESIONALE</p> <p>Absolvenții programului vor putea activa în calitate de:</p> <ul style="list-style-type: none"> • 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. <p>OPORTUNITĂȚI DE FORMARE ULTERIOARĂ</p> <p>➔ ciclul II, studii superioare de master, în domeniul 31 Științe politice</p> <p>➔ programe de colaborare cu alte universități</p> 	<p>PROIECTUL:</p> <p>561884-EPP1-2015-1-DK-EPPKA2-CBHE-JP</p> <p>PUBLIC ADMINISTRATION</p> <p>Program de studii reprojectat în cadrul proiectului PBLMD - „Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability” http://www.pblmd.aau.dk</p>  <p>Research problem</p>  <p>Acest proiect a fost finanțat cu suportul Uniunii Europene</p> <p>UNIVERSITATEA DE STAT „ALECU RUSSO” DIN BĂLȚI REPUBLICA MOLDOVA</p> <p>MD-3100 Bălți Str. Pușkin, nr. 38 tel.: +373 231 52340 +373 231 52430 e-mail: anticamera@usarb.md http://www.usarb.md/ www.facebook.com/universitatea.alecu.russo/</p>	  <p>ANGAJARE PENTRU VIITOR!</p> <p>FACULTATEA DE DREPT ȘI ȘTIINȚE SOCIALE</p> <p>ADMINISTRAȚIE PUBLICĂ</p> <p>NEW!!!</p> <p>PUBLIC ADMINISTRATION</p>
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<p>DESPRE PROGRAM</p> <p>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</p> <p>LIMBA DE INSTRUIRE: română / engleză</p> <p>DURATA STUDIILOR: 3 ani / 6 semestre</p> <p>CREDITE DE STUDIU 180 ECTS</p> <p>TITLUL OBȚINUT Licențiat în științe politice</p> <p>BAZA ADMITERII Diploma de bacalaureat sau un act echivalent de studii; diploma de studii superioare</p> 	<p>METODE DE PREDARE-ÎNVĂȚARE</p> <p>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.</p> <p>OPORTUNITĂȚI DE PRACTICĂ</p> <p>Programul de studii prevede stagii de practică în anul II, proiect de semestru interdisciplinar în grup (studenți de la 6 universități) și un stagiu de elaborare a tezei de licență în anul III.</p> <p>OPORTUNITĂȚI DE STUDII ÎN STRĂINĂTATE</p> <p>30 de 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”.</p> <p>CONȚINUTUL PROGRAMULUI</p> <ul style="list-style-type: none"> ➔ 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. 	 <p>FINALITĂȚILE PROGRAMULUI DE STUDII</p> <p>La finele ciclului I absolventul va fi capabil:</p> <ul style="list-style-type: none"> ➔ 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. <p>➔ Pentru mai multe informații vizitați sit-ul nostru: http://www.usarb.md/relatiinternationale/ programe-europene/</p>
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Annex 7. Lessons learned during the Implementation of the Pilot Program for the Specialty of Public Administration

Lessons on developing the curriculum	Lessons Learned on the Involvement of Educational Players in the Training -Educational process	Lessons Learned on Project Development and Monitoring
Failure to reach the ratio of 50% courses and 50% projects due to legislative requirements imposed by the related ministry.	Resistance to change, both for teachers and students.	<i>Challenges for project development</i> , including difficulties in problem formulation, application of research methodology, accumulation of practical materials, interdisciplinary studies.
Fundamental principle of university autonomy (art.79 of the Education Code of the Republic of Moldova) - Academic Freedom - Restricted to the provisions of the Framework Plan: by compulsory introduction of training courses for general skills and competences between 9 and 18 credits; of socio-humanistic orientation between 9 and 18 credits.	Supervise work on projects predominantly face-to-face and less on-line;	Challenges regarding group work, including: the desire to work in groups with only some colleagues; interpersonal conflicts related to the involvement of everyone in the project development, as well as the distribution of roles in the group; interpersonal communication skills and responsibility for taking small decisions; failure to observe deadlines imposed by team members for the accomplishment of tasks.
The compulsory inclusion of the listed courses, even on the minimum limit - 18 ECTS, represents 10% of the total credits for the study program, which leads to the natural exclusion of the specialized courses.	Working with stakeholders, which allows us to propose a diversification of the opportunities for the dialogue between the university (teachers, students, supervisors, etc.) and businesses, LPAs, public institutions, NGOs, etc.	<i>Challenges related to project supervision</i> , time management, conflict management, etc.
<i>The restriction imposed by item 9 of the Framework Plan consists of "allocating a maximum of 4-6 study credits for a module", which does not allow the project to be credited with a higher number of credits, and in this sense, the decrease in the number of credits course units for one semester.</i>		<i>Challenges encountered in the project assessment process</i> : establishing the individual contribution of group members on project work, in appreciating the final product.

Annex 8. Scoring system in USARB

The USARB student rating is made on the basis of the USARB Appraisal Regulation on Academic Outcomes, approved by the USARB Senate, Minutes No.9 of 16.03.201, which is the following assessment scale:

Rating	Equivalent	Assessed Competencies and skills	
Mark 10 or "Excellent"	equivalent ECTS - A	A profound and remarkable demonstration of the theoretical and practical skills developed by the course unit / module, creativity and skills in the application of acquired competencies, considerable individual study and versatile knowledge of the literature in the field	Acquiring 91-100% of the material included in the curriculum of the course unit / module.
Mark 9 or "very good"	ECTS - B equivalent	demonstration of the theoretical and practical skills developed by the course / module, very good skills in applying the acquired skills with a few insignificant / nonessential errors	acquiring 81-90% of the material included in the curriculum of the course unit / module.
Mark 8 for "good"	equivalent ECTS - C	good demonstration of the theoretical and practical skills developed by the course / module, good abilities in applying the study objectives with a certain lack of confidence and inaccuracy related to the depth and details of the course / module, but which the student can correct by answering additional questions.	acquiring 71-80% of the material included in the curriculum of the course unit / module.
Marks 6 and 7 or "satisfactory"	equivalent ECTS - D	demonstration of basic skills developed by the course unit / module and the ability to apply them in typical situations. The student's response is unreliable and there are considerable loopholes in knowing the course unit / module.	acquiring 61-65% and 66-70% of the material, respectively.
Mark 5 or "Poor"	equivalent ECTS - E	demonstrarea It is the demonstration of the minimum competencies in the field of the course unit / module, the implementation of which faces many difficulties	acquiring 51-60% of the material.
Marks 3 and 4	equivalent ECTS - FX	FX Demonstration of Minimum Competencies and for the	Learning of 31 - 40% and 41 - 50% respectively.

		Promotion of the Course Unit it is required additional work.	
Marks 1 and 2 or "unsatisfactory"	(equivalent to ECTE - F)	the student has copied or demonstrated a minimal knowledge of the subject, and in this case, the student is still required a lot to promote the course unit.	Assimilation of the material from 0 to 30%

