



Educational program

I. Program requisites

Program Name	Digital marketing
Higher Education Level	Bachelor's / Sixth
Detailed Field Name and Code	Marketing and advertising, 0414
Qualification Awarded	Bachelor of Marketing
Language of Instruction	English
Program Volume	180 Credits
Standard Program Duration	3 years / 6 semester
Program Implemented and Qualification Awarded by	Grigol Robakidze University
Educational Unit	School of Business and management
Academic Year	2026-2027

II. Program overview

The Bachelor's degree program in Digital Marketing aims to prepare specialists with a broad profile needed for the modern digital industry, who possess the fundamental principles of marketing, basic knowledge of market and consumer behavior, and the ability to create value in the market using information technologies. The program combines theoretical foundations and practical issues, allowing students to study social media management, content strategy, search engine optimization, digital advertising, consumer behavior analytics, and basic approaches to optimizing marketing campaigns.

The program focuses on developing data-driven thinking and analytical skills, teaching students how to conduct market research, collect and interpret data, measure consumer behavior, and analyze the results of digital campaigns. Students learn how to use various digital platforms, create content, and manage digital channels to communicate effectively and create marketing mix programs that are relevant to the target market.

The program will develop students' marketing skills based on the principles of professional ethics and social responsibility. Students learn issues that contribute to their professional development and

competitiveness in a rapidly changing digital environment.

Overall, the program prepares graduates who are ready to be employed in both the Georgian and international digital marketing ecosystem in the following positions: Social Media Manager, Content Manager, Advertising Specialist, SEO Assistant, Digital Marketing Specialist, etc. Students are given the opportunity to develop their own portfolio, participate in real projects, and develop the skills necessary for professional success in the field of digital marketing.

III. Program objectives

The objectives of the Digital Marketing Bachelor's Program are:

- Provide a sound knowledge of the fundamental concepts and principles of marketing, market structure and consumer behavior;
- Teach the basic technologies and tools of modern digital channels, social media, content management, and search engine optimization as competencies in demand in the market;
- Develop skills in data analysis, interpreting market and consumer behavior, and planning digital marketing programs;
- Teach the implementation of digital marketing programs in compliance with ethical principles and to acquire professional qualifications that will enable graduates to be employed in both the local and international digital marketing industry.

IV. Learning outcomes

Program learning outcomes

Knowledge and understanding – student:

1. **Explains** the basic concepts, principles, and modern approaches of marketing;
2. **Distinguishes** between traditional and digital marketing tools, SEO/SEM, Social Media, Ads Management, and elements of content strategy;
3. **Explains** the micro and macro factors of the marketing environment, as well as the processes of branding, positioning, and value creation;
4. **Describes** the basic methods of data analytics and analytical parameters of digital campaigns;

Skills – student:

5. **Plans** and **conducts** market research;
6. **Analyzes** consumer behavior and the competitive environment using digital marketing tools (Meta Ads, Google Ads, TikTok Ads);
7. **Creates** marketing mix (4P) programs focused on the target market;
8. **Develops** content for various digital platforms and plans SMM/SEO activities;

Responsibility and autonomy – student:

9. **Conducts** its activities in accordance with ethical norms, social responsibility and sustainable development principles;
10. **Independently develops** own knowledge and skills for professional growth.

V. Program Admission Preconditions

The prerequisites and procedures for admission to the educational program are in accordance with the current legislation and are public and available on the university's website for all interested persons. The prerequisites for admission to each program take into account the specifics of the program and the admission of such students who will have the necessary knowledge and skills to overcome the program.

A citizen of Georgia with a state certificate/attest confirming complete general education or a document equivalent to it has the right to enroll in the undergraduate Georgian language educational program of Digital Marketing based on the results of the unified national exams, subject priorities and coefficients are determined by the school of business and management:

exam	coefficient	priority
Georgian language and literature	3	3
Foreign language (English)	5	1

One of the following compulsory subjects:

Mathematics	4	2
History	4	2

Without the results of the unified national exams, admission/enrollment of students to the undergraduate educational program of Digital Marketing or enrollment by mobility is carried out according to the rules established by the current legislation.

Enrollment in the Digital Marketing program through mobility is possible twice a year, within the deadlines established by law, in compliance with mandatory procedures and rules established by the university.

The relevant procedures are defined in the university's regulations - "Regulations on Student Status and Educational Process", which are posted on the university's website.

VI. Methods of achieving learning outcomes

Multifaceted teaching and learning methods are used in the educational process (see Appendix 1).

VII. Knowledge assessment system

The evaluation system is divided into two components - intermediate and final evaluation. The maximum (60 points) and minimum (21 points) limits of competence are defined for the intermediate assessment. The maximum limit of competence in the final assessment is 40 points and the minimum is 21 points. The final/semester grade is obtained by summing the results of the intermediate and final assessment, the minimum positive margin of which is 51 points and the maximum is 100 points. A student is awarded credit if the minimum final/semester grade is passed.

A grade point average (GPA) can be calculated.

The evaluation system allows:

a) Five types of positive assessment:

- (A) Excellent - 91-100 points
- (B) Very good - 81-90 points
- (C) Good - 71-80 points
- (D) Satisfactory - 61-70 points
- (E) Sufficient - 51-60 points

b) two types of negative assessment:

- (FX) Failed - 41-50 points, which means that the student needs more work to pass and is given the right to take an additional exam with independent work, which will be scheduled no later than 5 days after the announcement of the final exam results. In case of repeated failure, the teaching course must be repeated.
- (F) Intercepted - 40 points or less means that the work done by the student is not enough and he has to study the course from scratch.

Different methods are used for evaluation:

- Discussion / participation in debates
- Essay
- Oral presentation of theoretical material / oral examination
- presentation With a Power Pint
- Abstract
- Role play
- Homework
- Case analysis
- Quiz/test/combined test/question
- Group presentation
- Written exam/presentation of written work etc.

The mentioned assessment methods are focused on strengthening students' critical thinking, writing and analytical skills development and provide for the student's participation in the learning process with appropriate autonomy and responsibility. The selection of assessment methods is made by the course lecturer(s) in consultation with the program director, who also consider the role of the course outcomes in achieving the program learning outcomes.

VIII. Program structure and qualification

The presented higher education program is structured in accordance with the ECTS (European Credit Transfer and Accumulation System) and complies with Order No. 3 of the Ministry of Education and Science of Georgia on "Approval of the Rule for Calculating Credits of Higher Education Programs." It is student-centered and based on the academic workload necessary for achieving the program's objectives.

The standard student workload within an academic year is 60 credits, with a maximum of 75 credits permitted annually. The academic year consists of 38 working weeks and is divided into two semesters - autumn (19 weeks) and spring (19 weeks).

The Bachelor's program in Digital Marketing comprises 180 credits and is designed to be completed over a period of three academic years.

The structure of the presented program (180 credits) includes:

- Mandatory courses of the main field of study – 135 credits;
- Elective courses of the main field of study – 33 credits;
- Mandatory courses of the free component – 6 credits;
- Elective courses of the free component – 6;

After completing the full program cycle, the student is awarded the qualification - Bachelor of Marketing, which is confirmed by a diploma of the corresponding degree.

91-100 points - Diploma with honors

51- 90 points - Diploma

Academic discipline coding system:

The code system is structured into two groups. The first group of codes is intended for academic programs and consists of 6 characters.

The first three are letters, the next three are numbers. The first two letters of the school name and the first letter of the word "program" - P - are used as letter symbols, while the first digit indicates the educational level, and the following digits indicate the program number. In other words, the program code determines which school and educational level a particular program belongs to. For example: BAP101 - Bachelor's Program of the School of Business and Management.

The second group of codes is intended for identifying academic disciplines. It generally consists of 7 characters (except for law disciplines, which contain 8 characters). The first three are letter characters and contain the first three letters of the program name. The first of the digital characters indicates the educational level, the next two digits are the number of a specific discipline, the last letter character indicates the structural group of the discipline: E - elective, C - mandatory. For example: DMU101C means: the first mandatory discipline in the Digital Marketing undergraduate program.

IX. Program provision

Students are provided with a program catalog, which is available on the university website www.gruni.edu.ge. There are also various regulatory documents and instructions that will help students organize independent study, especially first-year students - to quickly adapt to new educational conditions.

For the same purpose, students are given guides, syllabi, and study schedules upon starting their studies, which provide the necessary information about academic standards and procedures in an understandable language.

The implementation of the academic and practical components of the Bachelor's Program in Digital Marketing is carried out by 29 staff members, including 13 academic personnel (5 professors, 4 associate professors, and 4 assistant professors) and 16 invited lecturers.

The program is provided with the relevant information-technological and library resources, which, in addition to the book fund, includes digital resources, is constantly updated and offers the student a wide range of choices. The student can use the copying equipment of the university's publishing center and library, as well as an electronic portal, which facilitates the effective management of the student learning process.

Students have the opportunity to carry out educational and practical activities at relevant practice facilities with

which memorandums of understanding have been signed.

The program is implemented by the Grigol Robakidze University School of Business and Management in collaboration with the following institutions: Georgian Microfinance Association, Kisa Education, TIFA, Federation of Professional Accountants and Auditors, TSU Analysis and Forecasting Center, Innovation and Technology Agency, Georgian Competition Agency, Georgian Fintech Association, Department of Statistics of Georgia, Traders Hub, Tourism Association, Trippoint LLC, Project Management Society, State Employment Promotion Agency, National Tourism Administration, Anti-Corruption Bureau, Hiro LLC, BCS LLC, Business Simulator LLC, AAP "BTIS", "Academlinks" LLC, Radisson Blu Iveria Hotel, Headhunting LLC.

The Digital Marketing undergraduate program is financed by the university budget, the source of which is both the student educational service fee and income from other activities carried out by the university (professional development trainings, expert services for the population, etc.).

Financial funds serve to compensate academic and administrative personnel for the academic and scientific workload, to constantly update the material and technical resources provided for by the program, to develop library and other information technologies, to promote international mobility of students and program implementing personnel, to organize student conferences and other activities initiated by them, to stimulate the scientific activity of university professors and teachers - to publish papers/textbooks, to stimulate the printing of scientific articles in international publications.

The program budget includes funds for a reserve fund, which directs the necessary amount from the accumulated funds to prevent unexpected delays or collapse caused by various reasons.

X. Graduate employment and opportunities to continue their studies

Graduates of the Bachelor's program in Digital Marketing are well prepared for a wide range of entry-level and junior roles in the digital economy. The program provides strong foundations in marketing principles, consumer behavior, digital communication, content creation, analytics, and technology-driven tools, enabling graduates to adapt to diverse organizational contexts. Many graduates pursue careers in digital marketing and advertising as digital marketing specialists, social media coordinators, content managers, or junior campaign managers, contributing to the planning and execution of online campaigns. Others enter analytics-oriented roles such as junior marketing analysts or SEO/SEM assistants, supporting data-driven decision-making and performance monitoring. The program also equips graduates for content, branding, and communication support roles, as well as freelance or entrepreneurial activities in digital marketing.

Overall, the program develops flexible, future-oriented competencies that ensure strong employability across multiple sectors and provide a solid foundation for further study at the Master's level.

The services of the university career office are available to all students and graduates. Its services contribute to the preparation of students for their careers. Full information is presented on the university website www.gruni.edu.ge. Based on the Law of Georgia on Higher Education, a graduate can continue his studies at the next educational level, both in the business administration profile and in another specialty.

XI. International integration

The program provides for:

International student mobility within the framework of the European Union's Erasmus+ program, inter-university and international conferences/forums, targeted meetings and trainings. In particular, in the following universities: Jan Kochanowski University (Poland), Jan Dlugosz University (Poland), University of Porto (Portugal).

Within the framework of international mobility, the opportunity for students to participate in competitions, improve their qualifications and travel abroad for training:

- Harvard Business School (HBS) Institute for Strategy and Competitiveness (www.harvard.edu);
- Texas A&M University (College Station, USA)
- University of Catania, Italy - <https://www.unict.it/en>
- Nicolaus Copernicus University in Toruń, Poland - <https://www.umk.pl/en/>
- Istanbul Aydin University (Istanbul, Turkey) - <https://www.aydin.edu.tr/en-us/Pages/default.aspx>
- European Scientific Institute (ESI), France - <https://fundit.fr/en/institutions/european-scientific-institute-esi>
- Collegium Civitas University (Warsaw, Poland) - <https://civitas.edu.pl/en/academic-offer/in-english>
- Vytautas Magnus University (Kaunas, Lithuania) - <https://www.vdu.lt/en/>
- Armenian State University of Economics University (Yerevan, Republic of Armenia) - <https://asue.am/en/asue/contact-us>
- Mykolas Romeris University (Lithuania, Vilnius and Kaunas) - <https://www.mruni.eu/en>

XII. Program approval

Rector's Order No. 01-05/006, dated – 13.02.2026.

Teaching-learning methods

Lecture - one of the most common ways of providing information, when within a specific discipline, in order to form new knowledge, the lecturer orally conveys cognitive information to the student audience according to the planned topic. The lecture should ensure the thinking activity of students, establish an emotional connection between the lecturer and students, that is, create an interactive environment, for which such activities as induction, deduction, demonstration using visuals, etc. can be used. The lecture can be conducted by the academic staff of the university or by a recognized or practicing specialist in the field, or the lecture can be conducted at the object of practice, by a leading specialist in the field. The lecture can be conducted primarily by showing and commenting on video material. It is used as an auxiliary method for visualizing theoretically discussed issues, confirming individual theories, provisions, or demonstrating practical examples.

Working in a working group / practical work - a teaching-learning method that involves working with a small group of students to develop transferable skills. Within the framework of this method, group work is mainly carried out on a separate project, problem, task - work on cases, work on modeled exercises, discussion, etc. can be carried out.

Synchronous online learning - is a synchronous online learning-research relationship between a student and a lecturer using communication technologies and the Internet, which involves the transfer of lecture material, receiving feedback, carrying out various learning activities for the development and assessment of knowledge and skills, which does not require the presence of material learning-research resources and is related to the development of practical skills. This method is used systematically in special cases, and in ordinary time - as an auxiliary means for solving a specific target task.

Teaching with electronic resources - involves organizing individual consultations or forums with a professor using communication technologies and the Internet, receiving assignments, getting acquainted with evaluation comments, getting acquainted with visual material (photo materials, video materials, training instructions, documentary or textbook materials, etc.), or for students with special needs, in case of inability to appear at the university, providing learning materials, explaining, giving homework and evaluating them. The method contributes to increasing/expanding the effectiveness of academic communication, integrating students with special educational needs into a unified academic process. The method does not involve online learning.

Induction - involves the development of thought from specific to general, that is, generalizing a specific fact or individual statement, reaching a general conclusion. This method develops logical thinking and increases the mnemonic/teaching effect. It can be used both during a lecture (within an interactive format) and during the implementation of components of practical training or research direction.

Deduction - implies the development of thought from the general to the specific, that is, from a general statement to a specific conclusion. This method, like induction, develops logical thinking and increases the mnemonic/teaching effect. It can be used both during a lecture (within an interactive format) and during the implementation of components of theoretical and practical training or research direction.

Analysis - as one of the teaching-learning methods, involves breaking down/dividing the material into its constituent parts, including a holistic view, comparison, determining cause-and-effect relationships, and revealing the regularity of the process. This method can be used both during the implementation of theoretical, scientific, and practical and theoretical learning components.

Working on a book - within the framework of contact hours (work in a working group, seminar), this activity involves not only using the book itself as a source for quoting important thoughts of various authors or working on texts, but also includes working with dictionaries, encyclopedias, laws/normative acts.

Verbal explanation - is used mainly when clarifying, expanding, explaining a separate aspect of the material/information or imperative norms. This method is used by both the lecturer and the student.

Demonstration - means explaining the essence of the material using visuals. This can be in the form of material samples or using technical means. This method is used by both the lecturer and the student.

Independent learning - means the student's independent search for information/material focused on development and expansion of knowledge, using both electronic and material means, processing it, preparing it, in written or oral form, based on his own cognitive algorithm.

Problem-based learning (PBL) - is a learning activity that uses a problem as the initial stage of knowledge acquisition. The student's ability to manage the discussion process and/or actively participate in this process is assessed - to influence the creation of a brainstorming environment, to independently determine the range of topics or academic disciplines and resources that determine the study of this problem and related issues.

Discussion/debate - students consider a problem, topic, issue provided by the lecturer or raised by the student, or a researched educational/innovative information, or a report/presentation submitted by an individual student. Improvised groups can be created during the lesson, which present arguments developed as a team.

Role-playing game - is a system of material and imaginary factors that creates an environment as close to reality as possible, where students solve the tasks set within the framework of a role function. The activity is used to develop practical skills.

Case/incident analysis - analysis of a situation taken from practice or invented, which is characteristic or unique for a particular field - this is an empirical study of a specific fact, event, individual or relationship between individuals, or a separate aspect using various sources - involves explaining and interpreting the case based on establishing its relationship to certain theories or legislation. The activity develops critical thinking, the ability to identify a problem and develop ways to solve it, the ability to explain a specific situation in relation to legislation or theories, the ability to make decisions and take responsibility for them, the ability to work in a team, and the ability to correctly formulate questions and answers.

Brainstorming - is one of the group work activities, the purpose of which is to solve a problem with the participation of the whole group, through the free presentation of ideas. It promotes the development of professional thinking. Brainstorming can be carried out independently or in conjunction with another activity. The lecturer pre-selects a problem and clearly formulates it in the form of a question in front of the group, after which the process of generating and discussing ideas to solve the problem begins.

Heuristic method - this is a method, also called a cognitive strategy, and is used in cases where solving a problem or making a decision is hindered by the presence of an unforeseen or difficult or complex problem, or incomplete or contradictory information. It promotes the development of the student's independent thinking, problem recognition skills.

Teamwork - this activity can be used if the task requires the coordinated/coordinated actions of two or more people or the pedagogical task is to develop teamwork skills. When forming a team, the purpose of creating the team, the content of the task and, consequently, the capabilities and interpersonal relationships of the members should be taken

into account. Within the team, various educational-practical or research tasks can be solved - team research, preparation of a team presentation, role-playing, implementation of a separate component of educational practice, etc.

Independent learning - implies the performance of various written works by the student (essay, abstract or other type of work) by independently searching for relevant information.

Showing-commenting on video material - a lecture, which is conducted by showing video material, is used as an auxiliary method for visualizing theoretically discussed issues, confirming individual theories, provisions or demonstrating practical examples.

Assessment methods

Essay - is one of the types of short works that conveys a common opinion or the author's (student's) opinion about a particular problem, event, fact, or idea. An essay is characterized by a pronounced individuality and argumentation. Its advantage over other forms of writing is that an essay can be written about one specific issue (and not a topic). An essay can contain orientation questions/tasks.

Abstract - is a research or review work in which a student discusses the solution to a certain problem - analyzes various documents, scientific literature and formulates his own opinions or reviews (in the case of a review abstract) several scientific sources - a book, article, other scientific work, documents, identifies a trend in the context of critical analysis/evaluation and draws appropriate conclusions.

Report - is a written work in which a specific educational and practical activity carried out by a student and its results are described and critically analyzed.

Homework - within the framework of this method, a student may be assigned to perform various written works or theoretical or practical tasks. Within the framework of this method, the skills provided by a specific work are assessed, thereby determining the student's independent learning ability.

Test - can be open or closed, or combined. The latter contains both open and closed questions, as well as analytical issues and/or case analysis. An open test involves an unambiguous short answer (excludes guessing), while closed questions/tasks require a choice from alternative questions, several questions, or determining the correspondence/consistency of facts/events.

Quiz - is a type of test that provides for checking/evaluating the knowledge of the maximum number of students in a short time. This type of test mainly contains open and/or closed questions.

Case study - the method assesses the ability to structure the adaptation of general norms to specific facts, to define norms, and to have a problem-oriented perspective.

Case analysis - an analysis of a situation taken from practice or invented, which is characteristic or unique for a particular field. The method assesses the ability to identify situational contradictions, identify a problem and develop ways to solve it, the ability to explain a specific situation, in relation to legislation or theories, the ability to take responsibility for decision-making, and the ability to work in a team.

Oral examination - this method demonstrates knowledge of the educational material explained in the lecture, understanding of facts and events in time and space, the ability to present problems, analyze, draw conclusions, and reason. The student must be able to adequately answer the questions posed, which will confirm the thorough knowledge of the material.

Presentation - preparation and presentation of educational material or research paper before an academic/scientific group. Justification of new/own ideas, approaches, listening to questions from group members, giving answers, holding a discussion taking into account ethical norms. The presentation is conducted orally, using visual aids.

Group work - the goal of this method, in addition to the knowledge provided by the content of the work to be performed, is to assess the skills of working in a group of students, responsibility, and interpersonal relationships. Group work can be written or practical.

Discussion - participation in debates - within the framework of this method, students' communication with colleagues, problem-solving skills, ability to operate with arguments and counterarguments and draw conclusions, ability to maintain ethics during polemics, etc. are assessed.

Demonstration of completed practical work - demonstration of the student's performance of the assigned function at the practice site.



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SCHOOL **business and management**

Level **Bachelor**

Program name **Digital marketing**

Qualification **Bachelor of marketing**

Head of the program **Tengiz Taktakishvili, Ani Khetsuriani**

Academic year **2026-2027**

Subject	Code	Prerequisite	Semester	Credit	Lecture	Working group	Practical work	Laboratory	Midterm assessment	Final assessment	Contact h	
* Mandatory courses of the main field of study - 135 ECTS												
1	Mathematics for business	DMU101C		1	5	14	3	6	7	2	32	93
2	Principles of economics	DMU102C		1	5	15	4	5	6	2	32	93
3	Foundations of business	DMU103C		1	5	13	2	6	9	2	32	93
4	Information technologies 1	DMU104C		1	3	10		14	6	2	32	43
5	Foundations of marketing	DMU105C		1	5	11	4	6	9	2	32	93
6	Foundations of management	DMU106C		2	5	14	3	4	9	2	32	93
7	Applied statistics	DMU107C	DMU101C	2	6	14	3	6	7	2	32	118
8	Fundamentals of digital marketing	DMU 108C	DMU105C	2	4	11	7	6	6	2	32	68
9	Information technologies 2	DMU109C	DMU104C	2	3	10		14	6	2	32	43
10	Legal and ethical aspects of digital marketing	DMU110C	DMU105C	2	4	9	8	7	6	2	32	68
11	Budgeting and ROI in digital campaigns	DMU111C	DMU101C; DMU105C	2	5	10	7	7	6	2	32	93
12	Consumer behavior	DMU112C	DMU105C	3	4	14	6	3	7	2	32	68

13	Marketing research	DMU113C	DMU105C; DMU107C	3	6	12	4	7		7	2	32	118
14	Introduction to graphic design	DMU114C	DMU104C	3	4	10	7	7		6	2	32	68
15	Digital Platforms	DMU115C		3	4	10	6	8		6	2	32	68
16	Information technologies 3	DMU116C	DMU109C	3	3	10		14		6	2	32	43
17	Foreign language for business 1 (English, German, French)	BUS139C BUS 145C, BUS147C		3	5			24		6	2	32	93
18	Marketing analytics and data visualization	DMU117C		4	6	10	7	7		6	2	32	118
19	Online marketing (introductory course)	DMU118C	DMU105C	4	4	13	5	3		9	2	32	68
20	Content marketing	DMU119C	DMU105C	4	4	10	7	7		6	2	32	68
21	Copywriting	DMU120C	DMU105C	4	4	10	7	6		7	2	32	68
22	Foreign language for business 2 (English, German, French)	BUS140C, BUS146C, BUS148C	BUS139C, BUS 145C, BUS147C	4	5			24		6	2	32	93
23	Search Engine Optimization and Advertising	DMU121C	DMU105C	5	5	10	6	8		6	2	32	93
24	AI in Marketing – Tools and Trends	DMU122C	DMU105C	5	5	10	7	7		6	2	32	93
25	Branding and positioning in digital space	DMU123C	DMU105C	5	5	10	7	7		6	2	32	93
26	Psychological Aspects of Marketing (Neuromarketing)	DMU124C	DMU105C	5	5	10	7	7		6	2	32	93
27	Capstone project	DMU125C	All mandatory courses	6	6								
28	Professional practice	DMU126C	All mandatory courses	6	10			140		6	3	149	101
*	Elective courses of the main field of study - it is mandatory to collect at least 33 credits												
1	AB Testing and Data-Driven Decisions	DMU127E	DMU105C; DMU107C		5	10	7	7		6	2	32	93
2	Financial markets and institutions	DMU128E			5	13	6	3		8	2	32	93

3	Fundamentals of investment	DMU129E	DMU128E		5	12	2	9		7	2	32	93
4	Email Marketing and Automation	DMU130E	DMU105C		3	10	7	7		6	2	32	43
5	Public relations (PR)	DMU131E			4	15	5	3		7	2	32	68
6	Business marketing (B2B)	DMU132E	DMU105C		4	13	6	3		8	2	32	68
7	Innovative management	DMU133E	DMU106C		5	14	5	5		6	2	32	93
8	Event management	DMU134E	DMU106C		4	11	3	7		9	2	32	68
9	Startup management and entrepreneurship	DMU135E			4	13	5	6		6	2	32	68
10	Leadership	DMU136E			4	14	3	5		8	2	32	68
11	Renewable energies and green technologies in business	DMU137E			3	15	3	4		8	2	32	43
12	Change management	DMU138E	DMU106C		4	13	6	5		6	2	32	68
13	Introduction to programming	DMU139E			5	11	3	10		6	2	32	93
14	Python 1	DMU140E	DMU139E		4	12	3	9		6	2	32	68
15	Python 2	DMU141E	DMU140E		4	12	4	8		6	2	32	68
16	Sustainable development and circular economy	DMU142E			4	13	5	6		6	2	32	68
17	Innovative business models	DMU143E			4	14		8		8	2	32	68
18	AI fundamentals	DMU144E			4	14	4	8		4	2	32	68
19	Operations management (introductory course)	DMU145E	DMU106C		4	14	5	5		6	2	32	68
20	Basics of logistics	DMU146E	DMU106C		4	11	3	7		9	2	32	68
21	International management	DMU147E	DMU106C		5	14	4	3		9	2	32	93
* Mandatory courses of the free component (6 credits) in the free component													
1	Academic writing	UNI101C		I	3	14	12			7	2	35	40
2	Digital culture and media literacy	DMU131C		I	3	11	6	6		7	2	32	43
* Elective courses of the free component (must collect 6 credits)													
1	Socio-cultural paradigms of philosophical thinking	UNI 118 E	-	IV	3	13	13			4	2	32	43

2	Democracy and citizenship	UNI 121 E	-	IV	3	7	12	6		5	2	32	43
3	Career skills	UNI 162 E	-	IV	3	13	5	6		6	2	32	43