

Title of the Educational Program	Law
Name of the Educational Program in English	Law
Level of Higher Academic Education	Doctoral Studies
Type of Educational Program	Regulated
Language of Instruction	Georgian
Qualification to be Awarded and Code:	
In Georgian:	სამართლის დოქტორი (0421)
In English:	Doctor of Law (0421)
Date of Program Approval:	President's Order of the University No. 01/05-111, August 7, 2009
Dates of Program Revision:	President's Orders of the University: No. 01/01-20, April 28, 2022; No. 01/01-49, December 8, 2023; No. 01/01-74, October 15, 2025
Program Director(s): (See full information in "Program Director's CV")	Levan Mosakhlishvili, Doctor of Law, Affiliated Associate Professor

Program Structure

Pursuant to the Law of Georgia on Higher Education, a Doctoral Educational Program is defined as "a third-cycle academic higher education program that integrates a learning component and a scientific-research component, and whose learning outcomes correspond to the generalized outcomes established for Level 8 of the National Qualifications Framework."

The Doctoral Educational Program comprises two components: a learning component (60 ECTS credits) and a scientific-research component. The official duration of the doctoral program is a minimum of three years (six semesters). Upon completion of this period, a doctoral student who has outstanding academic obligations may continue studies with active student status for an additional period not exceeding four semesters. The academic year is organized on a semester basis. Each semester—autumn and spring—consists of 20 calendar weeks, amounting to a total of 40 weeks per academic year.

One ECTS credit is equivalent to 25 academic hours, which include both contact hours and independent study.

Within the learning component, the specific ratio of contact to independent hours is defined in the syllabus of each course. Within the research component, independent work is carried out in the form of scientific research activities under the supervision of a scientific advisor.

The **Doctoral Program** is completed upon the preparation and public defense of a doctoral dissertation.

Doctoral Program Components and Credits	
Learning Component	60 ECTS
Scientific-Research Component	-
Learning Component	
First Thematic Seminar (Compulsory)	20 ECTS

Second Thematic Seminar (Compulsory)	20 ECTS
Legal Research Methods and Dissertation Preparation Standards (Compulsory)	10 ECTS
Innovative Teaching Methods (Compulsory)	5 ECTS
Professorial Assistantship (Compulsory)	5 ECTS
Scientific-Research Component	
Preparation and Defense of the Doctoral Dissertation	Implemented after the completion of the learning component and continues for no less than two years.
Note:	
During the period of work on the doctoral dissertation, a doctoral student of the Law School prepares an individual research plan in consultation with their scientific supervisor (or co-supervisor). The research plan includes a schedule for the dissertation work, as well as a timeline for publishing two scientific articles and participating in at least one scientific conference. Both scientific articles (meeting the standards established by the program and relevant regulations) and the conference presentation must be related to the topic of the doctoral dissertation. The completion of these requirements constitutes a prerequisite for admission to the dissertation defense.	

Admission Requirements

Admission to the Doctoral Program in Law at Caucasus Law School is granted based on the following cumulative prerequisites: applicants must hold a Master of Research in Law or an equivalent academic degree. Alternatively, applicants holding a standard Master of Laws (LL.M.) degree are eligible, provided they were enrolled prior to September 1, 2026, and have completed a Master's program in Law comprising no less than 120 ECTS credits.

Furthermore, admission to the doctoral program at Caucasus University Law School may be granted to graduates of foreign higher education institutions in accordance with Article 50 of the Law of Georgia on Higher Education. Admission is also open via mobility procedures to students currently enrolled in domestic or foreign doctoral programs in law, provided they hold a Master of Laws degree or an equivalent academic qualification.

Qualifications obtained at foreign higher education institutions, as well as education received during a period of study abroad, shall be recognized upon establishing their equivalence to the corresponding qualifications awarded by higher education institutions in Georgia. Correspondence may be determined based on learning outcomes and the awarded qualification, regardless of any discrepancies in the duration of the study period. The recognition of education obtained abroad is executed by the LEPL - National Center for Educational Quality Enhancement, pursuant to the rules and conditions established by Decree No. 98/N of the Minister of Education and Science of Georgia, dated October 1, 2010, "On the Approval of the Procedures and Fees for the Verification of Authenticity of Educational Documents Issued in Georgia and the Recognition of Education Obtained Abroad."

Prerequisites for Admission to the Doctoral Program

To be admitted to the Doctoral Program in Law, an applicant must hold a Master of Research in Law or an equivalent academic degree. Alternatively, individuals holding a Master of Laws (LL.M.) degree are eligible, applicable to graduates of educational programs who enrolled prior to September 1, 2026, and completed a Master's program in Law of at least 120 ECTS credits.

Additionally, candidates must demonstrate competence in the relevant field through at least one of the following qualifications:

Research Output: A minimum of one prior scientific paper or publication;

Research Experience: Documented participation in scientific research projects and academic events;

Professional Experience: A minimum of two years of professional working experience in the relevant field.

Language Proficiency Requirements

1. English Language Requirement

Candidates are required to demonstrate English language proficiency at a minimum of the B2 level, verified by one of the following means:

An international certificate (e.g., IELTS ≥ 6.0 ; TOEFL ≥ 78 ; or any other equivalent international B2-level certificate);

A valid certificate issued by the National Assessment and Examinations Center (NAEC);

A diploma confirming the completion of an English-taught academic program (Bachelor's, Master's, or other) within the past two years;

An internal university examination establishing proficiency equivalent to the B2 level.

2. Georgian Language Requirement

If the candidate's native language is not Georgian, they are required to submit a certificate proving Georgian language proficiency at the B2 level. In the absence of such a certificate, the candidate must pass an internal university examination in the Georgian language to qualify for admission.

Mobility and International Applicants

Admission to the Doctoral Program in Law is also permissible through mobility procedures, in compliance with applicable legislation. In such cases, the candidate is required to satisfy the identical admission prerequisites stipulated by the Regulations of the Doctoral Educational Program.

In accordance with Georgian legislation, the right to study in the doctoral program of Caucasus University Law School may also be granted to graduates of relevant programs from foreign universities, provided that their qualifications have been officially recognized by the LEPL - National Center for Educational Quality Enhancement.

Note: For further details, please refer to the Regulations of the Doctoral Studies and the Dissertation Defense Board.

Qualification Description of the Doctoral Program

Program Objectives

The Doctoral Program aims to:

- Cultivate a new generation of highly qualified researchers and academic professionals capable of addressing contemporary educational and scientific challenges, while successfully integrating into both national and international academic and research communities.
- Develop advanced academic and research competencies among doctoral students, fostering their ability to conduct independent, original, and methodologically sound scientific inquiry.
- Through in-depth study and comprehension of the theoretical, doctrinal, dogmatic, and practical dimensions of law, promote the creation of new knowledge and the development and application of innovative approaches within specific branches or sub-branches of legal science. The Program seeks to prepare scholars capable of analyzing and resolving theoretical and practical issues confronting modern society—both locally and globally—while contributing to the establishment of a national legal system grounded in respect for human dignity, oriented toward social values, and dedicated to the construction of a solidary, sustainable, inclusive, and democratic society, thereby reinforcing democracy and the rule of law.
- Prepare highly qualified, competitive, and socially responsible specialists who uphold academic integrity, demonstrate ethical professionalism and intellectual honesty, and remain steadfastly committed to liberal and democratic values.

Program Learning Outcomes

A graduate of the Doctoral Program must possess the qualifications and professional competencies that are based on the achievement of the program's defined learning outcomes:

A. Knowledge and Understanding

A1. Demonstrates comprehensive knowledge within a specific field or subfield of law, grounded in contemporary scientific achievements and encompassing multidisciplinary and interdisciplinary perspectives. Exhibits an understanding of the historical, cultural, economic, and social foundations of the chosen field or subfield, as well as current trends in its development at both the national and global levels (across different legal systems or national legislations). Identifies theoretical and practical legal issues and conceptual approaches for their scholarly resolution.

A2. Possesses advanced expertise in and applies modern and innovative methods of legal research, academic writing, and teaching.

B. Skills

B1. Independently plans and conducts research in accordance with the principles of academic integrity, employing appropriate legal research methodologies and contemporary scientific writing techniques to generate new knowledge and produce scholarly work that meets the standards of internationally refereed publications.

B2. Independently identifies new and contested scholarly positions, diverse methodological approaches to legal problem-solving, and relevant or controversial judicial precedents at the national and international levels. Compares, synthesizes, and analyzes them comprehensively across various legal systems and jurisdictions; systematizes findings and draws theoretical and practical conclusions based on legal reasoning and value-based analysis, resulting in original and scientifically significant outcomes.

B3. Selects and applies appropriate methods, formats, and approaches for documenting and presenting research outcomes in accordance with academic standards. Produces well-structured scholarly work (as part of both academic and research components) in Georgian or English; presents research findings to academic and professional audiences, effectively communicates newly generated knowledge, and upholds high academic and ethical standards in scholarly discourse and debate.

B4. Plans and delivers practical teaching activities, including lectures, seminars, practicums, and assessments; contributes to curriculum development and instruction by implementing innovative teaching methods.

C. Responsibility and Autonomy

Engages in research and/or teaching activities grounded in academic and professional integrity. Develops and produces new knowledge aimed at advancing the field of law, including participation in legislative processes and the refinement of jurisprudence, thereby contributing to the development of the individual, society, and the state. Promotes democratization and internationalization within the discipline and, where applicable, presents Georgia's scientific achievements and innovations at regional and international levels.

Employment Opportunities

A graduate of the Doctoral Program in Law is entitled, in accordance with the legislation of Georgia, to hold an academic position at higher education institutions of Georgia.

A Doctor of Law is also qualified to work in any position requiring a doctoral law degree, where the passing of a state certification examination is not mandatory.

Student Knowledge Assessment System

Assessment of the Learning Component

The purpose of assessment is to determine the extent to which the learning outcomes defined by each course have been achieved. Student assessment is multicomponent and ensures the evaluation of both the course objectives and learning outcomes, based on specific and measurable criteria and rubrics.

The assessment system is founded on four key principles:
objectivity, reliability, validity, and transparency.

Two main types of assessment are used: summative (determinative) and formative (developmental).

The summative assessment aims to measure a student's level of achievement precisely; it monitors the quality of learning and determines how well the student's performance aligns with the course objectives.

The formative assessment focuses on the student's progress and development, providing feedback on performance and learning achievements.

Assessment is conducted on a 100-point grading scale, which includes five positive and two negative grades:

Positive Grades:

(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

Negative Grades:

(FX) Fail – Insufficient: 41–50 points — the student requires additional work and is granted the right to retake the exam once through independent preparation.

(F) Fail – Unsatisfactory: 0–40 points — the student's work is insufficient, and the course must be retaken.

A credit is awarded based on the final assessment, which is composed of the scores received from the midterm and final evaluations.

The evaluation of a student's achievement of learning outcomes includes midterm and final assessments, with a defined weight and minimum competency threshold for each component within the total score of 100 points.

Specifically:

The midterm assessment accounts for 70 points (70%),

The final assessment accounts for 30 points (30%).

Both the midterm and final assessments have minimum competency thresholds established by the university.

The midterm assessment includes various evaluation methods that together comprise 70 points. Each method is based on pre-defined learning objectives and clear, measurable criteria aligned with the task type and described in the assessment schemes or rubrics.

To be eligible to take the final examination, a student must accumulate at least 59% of the midterm points (i.e., 41.3 out of 70 points).

The final (or additional) examination is considered passed if the student achieves at least 60% of the 30 available points (i.e., 18 points).

A student who fails to reach the minimum competency threshold in the final examination is entitled to take an additional examination within the period specified by the academic calendar — no earlier than five days after the publication of the final exam results.

If a student earns 0–50 total points or fails to meet the minimum competency threshold in either the midterm or final component, the student receives a final grade of F (0 points)

Assessment of the Doctoral Dissertation

The assessment of the scientific-research component (doctoral dissertation) is carried out in accordance with the Order No. 3 of January 5, 2007, of the Minister of Education and Science of Georgia, "On the Approval of the Rule for Calculating Credits in Higher Education Programs."

A positive assessment of the doctoral dissertation (P – defended) is awarded according to the following grading scale:

Excellent (summa cum laude) – 91–100 points: an outstanding dissertation;
 Very Good (magna cum laude) – 81–90 points: a result that fully exceeds the set requirements;
 Good (cum laude) – 71–80 points: a result that exceeds the set requirements;
 Average (bene) – 61–70 points: a result that fully meets the set requirements;
 Satisfactory (rite) – 51–60 points: a result that, despite certain shortcomings, still meets the requirements.
 A negative assessment of the doctoral dissertation (F – not defended) is awarded according to the following grading scale:
 Unsatisfactory (insufficenter) – 41–50 points: a result that fails to meet the set requirements due to significant shortcomings;
 Completely Unsatisfactory (sub omni canone) – 0–40 points: a result that fails to meet the set requirements entirely.
 A dissertation is not considered defended if it receives a grade of “Unsatisfactory” (41–50 points) or “Completely Unsatisfactory” (below 41 points).
 The final evaluation of the dissertation is determined by the arithmetic mean of the individual assessments of the Dissertation Committee members. The dissertation is evaluated once (final assessment only), and the final score represents the average of the scores assigned by each committee member.
 A doctoral student receives a positive evaluation if they exceed the minimum competency threshold, defined as 60% of the maximum possible score.
 If a student receives 41–59 points, the doctoral candidate is granted the right to resubmit a revised dissertation within one year. The candidate must submit a written request to the School’s Dissertation Council for re-defense within one month after the announcement of the initial results.
 If the candidate receives 40 points or less, they lose the right to resubmit the same dissertation.
 All regulations governing the preparation and defense of the doctoral dissertation are defined and detailed in the “Regulation of the Doctoral Studies and Dissertation Council of the School of Law, Caucasus University.”

Note: See also the Regulation on the Doctoral Studies and Dissertation Council.

Teaching and Learning Methods

Forms of Teaching and Learning

To implement the learning component of the doctoral program, the following teaching and learning forms may be applied:

- Lecture
- Research Seminar
- Thematic Seminar
- Individual Research
- Professorial Assistantship
- Participation in a Working Group
- Involvement in a Scientific Project
- Presentation / Public Talk

Teaching Methods and Activities

Explanation and Interpretation – involves the scientific explanation and analytical discussion of a specific issue; based on theoretical reasoning and an argued interpretation.

Case Study – used for the study of legal practice, judicial decisions, and the dynamics of legislation.

Discussion / Debate – an interactive teaching method that develops argumentation and reasoning skills.

Brainstorming – a method for generating new ideas and forming hypotheses during the research process.

Demonstration and Presentation – oral and visual presentation of research findings.

Logical Chain (Opinion – Reason – Example – Summary) – a form of logical reasoning used in discussions and thematic seminars.

Group Work and Collaboration – joint research and exchange of ideas among doctoral students.

Small Group Work – a method used during thematic seminars.

Research Seminar and Thematic Discussion – presentation and analysis of interim research results; an independent problem-solving method.

Comparative Learning – comparative analysis of foreign and national legal systems.

Heuristic Learning – independent discovery and analysis of facts.

Induction, Deduction, Analysis, and Synthesis – logical methods for formulating new concepts.

Writing Method – preparation of dissertation chapters, theses, or scholarly articles.

Pedagogical Component (Professorial Assistantship) – participation in the teaching process and practical application of teaching methods.

Research Methods Applied in the Research Component

During the research process, the doctoral student employs theoretical, empirical, and interdisciplinary methods, primarily including:

- Dogmatic-Legal Method – substantive and logical analysis of legal norms, principles, and doctrines.
- Comparative-Legal Method – comparative study of foreign and national legal systems.
- Historical-Legal Method – examination of the historical development of legal principles.
- Systemic Analysis – identification of interconnections among different branches of law.
- Socio-Legal Methods – study of the impact of law on the social and economic environment.
- Empirical Methods – observation, interview, survey, and statistical analysis.
- Interdisciplinary Approach – integration of law with other academic disciplines.
- Critical Analysis and Interpretation – evaluation and interpretation of legal theories.
- Logical-Analytical Methods – including induction, deduction, analysis, and synthesis.

The doctoral student is required to select the appropriate research methodology in accordance with the purpose and subject of the research, and to adhere strictly to the principles of academic integrity established by the university.

Program Curriculum

Course Title	ჩოუბრსე ესკრიბტიონ	ჩომპულსორჟ/ლეცტივე	ECTS	Academic Semester
First Thematic Seminar	According to the Doctoral Program in Law, the thematic seminar is an academic component, and its topic must not be related to the doctoral dissertation. In consultation with the supervisor, the doctoral student selects/approves the dissertation title, develops it, and presents it publicly before an audience.	Compulsory	20 ECTS	I
Legal Research Methods and Dissertation Preparation Standards	The course “Legal Research Methods and Dissertation Preparation Standards” aims to develop doctoral students’ knowledge and practical skills in contemporary approaches to legal research and academic writing standards. Within the framework of the course, the following topics are examined: research principles; doctrinal and non-doctrinal models; research design; hypothesis formulation; methods of sampling and data collection; and techniques for data analysis and interpretation. Particular emphasis is placed on the structure of the dissertation, the rules of academic integrity, and citation standards. Upon completion of the course, doctoral students will be able to independently plan and prepare a dissertation of high academic quality.	Compulsory	10 ECTS	I
Second Thematic Seminar	According to the Doctoral Program in Law, the thematic seminar is an academic component, and its topic must not be related to the doctoral dissertation. In consultation with the supervisor, the doctoral student selects/approves the dissertation title, develops it, and presents it publicly before an audience.	Compulsory	20 ECTS	II
Innovative Teaching Methods	Within the framework of the course, students will first become acquainted with the concepts that define the objectives of the educational process and pedagogical approaches. Subsequently, participants will study educational theories (e.g., Theory One, Multiple	Compulsory	5 ECTS	II

	Intelligences Theory, Social Learning Theory), which will help them plan and implement courses in higher education institutions. The course will also cover the main frameworks of pedagogical approaches. The core part of the course will focus on various pedagogical techniques that will assist students in motivating learners, constructing knowledge, assessing learning outcomes, and addressing related issues. In this section, students will also be introduced to modern e-learning approaches and platforms, as well as the principles of developing electronic learning tools.			
Professorial Assistantship	Professorial Assistantship, which is an elective component, involves the doctoral student's participation in the teaching process to support the academic staff of the School of Law. This includes delivering lectures/seminars to undergraduate student groups under the supervision of the academic advisor; assisting in the preparation of midterm and final examination questions, tests, and case studies; grading undergraduate students' written assignments; and participating in their oral examinations.	Compulsory	5 ECTS	II
Dissertation Preparation and Defense	The dissertation represents the core component of the research element within the doctoral program and embodies the results of the doctoral candidate's independent scholarly work. It must clearly demonstrate the candidate's capacity to investigate the chosen topic in depth, generate new knowledge, and make a meaningful contribution to the advancement of the field. The dissertation is built upon two principal foundations: independent research activity and collaboration with the academic supervisor, field specialists, or other experts, including through remote formats where appropriate. The research process encompasses both a rigorous examination of the theoretical and methodological foundations of the	Compulsory	120 ECTS	III/IV/V/VI

	subject and the analysis of empirical or practical material, culminating in the formulation of the candidate's own scholarly position. The candidate's independent research activities aim to foster intellectual growth and the capacity for autonomous academic inquiry at every stage of the research process—from the formulation of the problem to the analysis and interpretation of results. Particular emphasis is placed on the originality of the research, the logical coherence of its reasoning, and the development of well-substantiated conclusions. Ultimately, the dissertation must constitute a work of genuine scientific value. It should address significant questions within the field, advance theoretical or practical knowledge, and demonstrate the candidate's professional readiness to engage in independent scholarly activity.			
--	--	--	--	--

