NATIONAL UNIVERSITY OF MONGOLIA
PROCEDURE FOR ACADEMIC PROGRAMS AND QUALITY ASSURANCE

One. General Provisions

1.1. The purpose of this Procedure is to regulate the development, approval, enhancement, and quality assurance of academic programs leading to bachelor's, master's, and doctoral degrees at the National University of Mongolia (hereinafter referred to as NUM). This Procedure is based on the General Law on Education of Mongolia, the Law on Higher Education, relevant rules and regulations issued by the central administrative body in charge of education, and the Charter of NUM.

1.2. All stakeholders involved in the academic programs of NUM shall adhere to this Procedure.

1.3. Within the framework of the program indices approved by the central administrative body in charge of education, NUM shall conduct degree programs only on the basis of curricula that have been deliberated and approved by the General Committee on Programs and formally endorsed by the Rector's order, from among the programs authorized under the special license granted to NUM for educational activities.

1.4. The development of academic programs shall be based on the fundamental principles of the international higher education system, aligned with the general requirements for higher education curricula of Mongolia, and directed toward ensuring academic freedom.

1.5. The purpose of bachelor's degree programs is to cultivate graduates with a complete secondary education into higher-education citizens who: demonstrate critical, creative, and logical thinking; act with initiative and responsibility; make decisions on the basis of scientific reasoning; possess fundamental knowledge in the natural sciences, social sciences, and humanities; uphold ethical standards; and acquire the knowledge, skills, and attitudes specific to their field of study.

1.6. The purpose of a Master's degree academic program is to enable graduates with a Bachelor's degree to conduct research at an advanced level in a specific field, to develop scientifically grounded solutions, to think creatively, to analyze and critically evaluate, and to enhance their capacity for independent thinking.

1.7. The purpose of a Doctoral degree academic program is to equip graduates with a Master's degree with the ability to independently conduct high-level research, acquire specialized knowledge and advanced methodological approaches in experimentation and research, contribute to the creation of new knowledge in their field, thereby making a significant contribution to a specific branch of science.

1.8. All types of degree-granting academic programs and their components implemented at NUM shall be open and transparent.

1.9. The implementation of degree-granting academic programs approved by the NUM General Committee on Academic Programs shall be regulated by a separate procedure.

Two. Terminology of the Procedure

2.1. *Higher education degree* refers to Bachelor's, Master's, and Doctoral degrees measured by academic credits.

2.2. *Bachelor's degree* refers to the first-level degree of higher education;

2.3. *Master's degree* refers to the postgraduate degree following a bachelor's degree;

2.4. *Doctoral degree* refers to the postgraduate degree following a master's degree;

2.5. *Undergraduate student* refers to a learner enrolled in a bachelor's or associate's degree program;

2.6. *Master's student* (graduate student) refers to a learner enrolled in a master's degree program;
2.7. *Doctoral student* (PhD candidate) refers to a learner enrolled in a doctoral degree program;
2.8. *Learner* (student) collectively refers to undergraduates, master's students, and doctoral students.
2.9. *Academic program* refers to an integrated document consisting of interrelated components that define the content, requirements, and organization of teaching and learning activities in accordance with the requirements for awarding a particular level of higher education degree.
2.10. *Major degree program* refers to a degree-awarding academic program designed to ensure that graduates of NUM meet general academic requirements, and which provides learners with fundamental knowledge, skills, and attitudes in a chosen field of study through required and elective courses.
2.11. *Bachelor's Minor Program* (hereinafter "minor program") refers to a non-degree academic program that provides a student who meets specific requirements with structured knowledge, skills, and attitudes in a field different from the major degree program, studied in parallel with the major program.
2.12. *Bachelor's Advanced Program* refers to an academic program that allows students to study certain courses of the bachelor's major degree program at an advanced level.
2.13. *Graduate Program* refers to an academic program that leads to the awarding of a master's or doctoral degree.
2.14. *Joint Program* refers to an academic program of the same level jointly organized by two or more higher education institutions/units, which may award either a joint or dual degree.
2.15. *Interdisciplinary Program* refers to an academic program jointly organized by two or more higher education institutions or units that integrates multiple fields of study.
2.16. *Identical Program* refers to an academic program with a single curriculum that is simultaneously implemented in constituent or branch schools.
2.17. *Joint Degree* refers to a degree awarded through a single diploma issued jointly by the higher education institutions implementing a joint program.
2.18. *Dual Degree* refers to degrees separately awarded by each higher education institution implementing a joint program.
2.19. *Double Degree* refers to two separate degrees awarded upon the completion of two distinct programs.
2.20. *Knowledge* refers to factual, conceptual, theoretical, and practical understanding acquired through cognitive activity and specific experiences.
2.21. *Skills* refer to the demonstrated ability to consciously perform tasks, manifested in cognitive, practical, and communication domains.
2.22. *Attitudes and Dispositions* refer to independent and responsible expressions of positive or negative responses based on particular values.
2.23. *Competence* refers to the integration of knowledge, skills, and attitudes required to successfully perform a task.
2.24. *General Requirements for Graduates* refer to the integrated set of knowledge, skills, attitudes, and values that NUM ensures learners acquire through its bachelor's and graduate programs.

2.25. *Program Educational Objectives* refer to the outcomes that graduates are expected to achieve within a certain period after graduation, based on the knowledge, skills, and attitudes they acquired during their studies.
2.26. *Program Learning Outcomes* refer to the description of competencies that learners are expected to have acquired upon graduation from a given academic program.
2.27. *Course Learning Outcomes* refer to the description of competencies that learners are expected to have acquired upon completing a particular course.
2.28. *Class Hour* (hereinafter referred to as “class hour”) refers to a period of 50 minutes. Two consecutive class hours may be delivered within 90 minutes without a break in between.
2.29. *Student Workload* refers to the total time a learner spends on all types of learning activities (attending classes led by the instructor, consultations, preparing for classes, completing assignments, independent study, and further exploration, being assessed through examinations or other forms of evaluation of acquired knowledge, skills, and attitudes), required to achieve learning outcomes, as well as time spent on analyzing and reflecting on the content and results of studied courses, as well as participating in institution-organized activities such as reviewing course information, selecting courses, and completing surveys related to courses and academic programs.
2.30. *Credit* refers to the basic unit for measuring student workload and the volume of educational content.
2.31. *Course credit* refers to the total number of hours planned for a course in order to achieve its intended learning outcomes. The planning is based on the sum of instructor-led and independent study hours, which are determined and approved for each course depending on its level and characteristics. One course credit is equivalent to 48 academic hours.
2.32. *Academic semester* refers to a defined period of time structured in a systematic sequence to organize teaching and learning activities, taking into account the interrelation and continuity of courses.
2.33. *Normative workload* refers to the total student workload in one regular semester, consisting of 15 course credits and other program-related activities, which must amount to no less than 800 clock hours. In a regular semester of 20 weeks, this is equivalent to a workload of 8 clock hours per working day. Where necessary, the workload may be increased by up to 40%, allowing a student to take up to 21 course credits in one regular semester.
2.34. *Curriculum plan* refers to a document that forms part of an academic program and specifies the intended learning outcomes, list of courses, credits, levels, semesters of study, prerequisites, and types of practicum.
2.35. *Model study plan* refers to a semester-by-semester plan proposed to learners to ensure successful completion of the requirements of the program, developed with consideration of faculty workload, availability of learning resources, course sequencing, and prerequisites.
2.36. *Individual study plan* refers to a semester-by-semester plan developed by a learner to fulfill the requirements of an academic program, tailored to their own interests, circumstances, and available resources.
2.37. *Course syllabus* refers to a document that provides essential information for each course included in the curriculum plan, and specifies the methodology for planning, implementing, and assessing teaching and learning.
2.38. *Course code* refers to an alphanumeric identifier assigned to distinguish each course.

2.39. *Lecture* refers to a form of instruction aimed at systematically delivering theoretical knowledge through a teacher's oral explanation, discussion, and use of other pedagogical methods and tools.
2.40. *Seminar* refers to a form of instruction designed to deepen the knowledge acquired in lectures and to develop theoretical and practical knowledge, skills, and attitudes.
2.41. *Laboratory class* refers to a form of instruction conducted in a specialized environment equipped for experimentation and research, aimed at consolidating theoretical knowledge and fostering practical skills, hands-on experience, and creative thinking.
2.42. *Graduate research seminar (Master's and doctoral research seminar)* refers to a seminar organized by the research unit/department during an academic year, based on an approved plan, for the purpose of presenting and discussing the research proposals and findings of master's and doctoral students.
2.43. *Practicum* refers to a learning activity designed to reinforce and deepen the theoretical knowledge and skills acquired in classroom instruction by linking them to practical application; to develop research skills and habits; to study innovation, entrepreneurship, and start-up initiatives within the scope of the program; to foster creative thinking; to learn the art of working both independently and in teams while generating constructive proposals and initiatives; and to acquire competencies necessary to compete in the labor market. The practicum may take the form of industrial placement, project work, professional internship, fieldwork, or teaching practicum.
2.44. *General education course* refers to a fundamental subject of higher education aimed at meeting, at the introductory level, the common requirements set for graduates of NUM's bachelor's programs.
2.45. *Professional core course* refers to a compulsory course intended to provide students with fundamental disciplinary and program-based knowledge and core ethical concepts of their major field of study, while also developing essential skills.
2.46. *Specialization course* refers to a compulsory or elective course that develops knowledge, skills, and attitudes in a specific scientific field and enables students to concentrate on and study a particular discipline in depth.
2.47. *Specialized study track* refers to a set of courses within a program focused on a particular scope of the discipline or field of study.
2.48. *Compulsory course* refers to a course that must be completed as an integral requirement of the program.
2.49. "Elective course" refers to a course defined within the scope of the program from which students may choose according to their interests.
2.50. *Prerequisite course* refers to a course that must be completed prior to enrolling in a specific course.
2.51. *Prerequisite course map (tree)* refers to a schematic diagram illustrating the sequence and interdependence of courses specified in the program.
2.52. *Co-requisite course* refers to a course that may be taken concurrently with another designated course.
2.53. *Free elective course* refers to a course that a student may take, based on their own interests, from programs offered outside their own major at NUM.
2.54. *Undergraduate research project* refers to a research activity undertaken by a bachelor's student to verify the acquisition of required knowledge, skills, and attitudes of the major program, while also developing foundational knowledge, skills, and attitudes in research and inquiry.

2.55. *Master's thesis* refers to a research project in which a master's student studies a specific scientific problem in depth, conducts experimentation, processing, and analysis at an appropriate theoretical and methodological level, and substantiates research results within a defined conceptual framework, culminating in proposals, conclusions, and recommendations presented for the defense of the master's degree.

2.56. *Doctoral dissertation* refers to a scholarly work that addresses a significant problem in a specific scientific field, or provides a scientifically grounded solution to a socially or economically relevant issue of national importance; that critically compares the novelty of its findings against prior known solutions; that adheres to required formats and standards; and that contributes new knowledge, justification, and theoretical and practical conclusions in the subject area.

2.57. *Credit transfer* refers to the process of recognizing and equating the learning outcomes, credits, and assessments of a course completed in one institution/program with those of a corresponding course in another institution/program, subject to its content, credit requirements, standards, and grading system.

2.58. *Program evaluation* refers to the process of analyzing, assessing, and reviewing the content, implementation, and outcomes of a program.

Three. Management of Academic Programs

3.1. Composition, Management, and Organization of Program Committees

3.1.1. The Program Committee, acting on behalf of the Academic Council of NUM with respect to discussing and evaluating academic programs and curricula leading to a degree, is responsible for developing policies and recommendations on academic programs; initiating, approving, closing, or suspending admissions to programs of all types; making recommendations or decisions on whether or not to implement programs depending on their organizational form; monitoring implementation; evaluating quality; and organizing activities related to the improvement and development of academic programs.

3.1.2. In its activities, the Program Committee shall adhere to the following principles:

- Scientific approach;
- Independence;
- Respect for academic freedom;
- Ethical conduct;
- Rule of law;
- Social responsibility;
- Accountability;
- Transparency.

3.2. Structure of Program Committees

3.2.1. Program Committees shall operate within a hierarchical structure: at the base tier, the Department Program Committee (DPC); at the intermediate tier, the Constituent/Branch School Program Committee (CBSPC); and at the apex tier, the General Program Committee (GPC).

3.2.2. For the implementation of inter-departmental programs at NUM, an Interdisciplinary Joint Program Committee (IJPC) may be established with the rights and responsibilities of a first-level program committee.

3.3. Rights and Responsibilities of Program Committees

3.3.1. General rights and responsibilities of program commiitees:

3.3.1.1. Align academic programs with the Law on Higher Education of Mongolia, regulations, rules, standards, and requirements approved by the central administrative body responsible for education, as well as with the mission and strategic plan of NUM, the demands of the labor market and society, and the general international standards of higher education.

3.3.1.2. Conduct evaluations of the program and its components on a scientific basis, ensuring the quality of educational activities and compliance with general requirements.

3.3.1.3. Define in detail the program's learning outcomes, requirements, evaluation criteria, assessment methods, and credit hours.

3.3.1.4. Develop proposals based on an assessment of the availability and capacity of teaching staff, textbooks and library resources, classrooms and laboratories, as well as the program's cost-effectiveness and inter-school accounts and studies.

3.3.1.5. Communicate the committee's decision in writing to the relevant unit within five working days.

3.3.2. Rights and Responsibilities of the General Program Committee (GPC)

3.3.2.1. The GPC shall define NUM's policies and general requirements for academic programs; approve guidelines, instructions, and recommendations related to programs; monitor and evaluate their implementation; and ensure coherence and coordination among program committees under unified policy leadership.

3.3.2.2. Within the framework of NUM's mission and strategic plan, the GPC shall decide on the initiation, approval, suspension of admissions, relocation, or closure of academic programs.

3.3.2.3. The GPC shall review proposals submitted by program committees and decide whether or not to introduce changes to academic programs.

3.3.2.4. The GPC shall make decisions regarding the proposed modes of program implementation submitted by program committees.

3.3.2.5. Based on the results of quality assessments of academic programs, the GPC shall issue recommendations and decisions concerning suspension and closure, preventing duplication, and improving policy and planning.

3.3.2.6. The GPC shall develop and approve guidelines and instructions for both internal and external evaluations of academic programs.

3.3.2.7. The GPC shall review and resolve issues that remain unresolved at the level of the Constituent/Branch Constituent/Branch School Program Committees.

3.3.2.8. The GPC shall submit an annual activity report for review by the relevant specialized committee of the Academic Council.

3.3.2.9. The GPC shall establish the common requirements and applicable standards for the general education curriculum package of bachelor's degree programs, and shall define and approve the content areas of general education courses that all NUM students may choose to study.

3.3.2.10. The GPC shall evaluate the content, learning outcomes, course format, teaching methods, assessment, and learning environment of general education courses, and decide on the addition, removal, modification, or change of delivery mode of such courses.

3.3.3. Rights and Responsibilities of Constituent/Branch Constituent/Branch School Program Committees (CBSPC)

3.3.3.1. To implement the decisions of the General Program Committee.

3.3.3.2. To deliberate on proposals concerning academic programs initiated by Department Program Committees and submit relevant recommendations to the General Program Committee.

3.3.3.3. To conduct external evaluations of programs and submit the results to the General Program Committee.

3.3.3.4. To propose suspension or closure of programs for decision by the General Program Committee.

3.3.3.5. To review and resolve issues that remain unresolved at the Department Program Committee level.

3.3.4. Rights and Responsibilities of Department Program Committees (DPC)

3.3.4.1. To implement the decisions of the General Program Committee and the Constituent/Branch Constituent/Branch School Program Committees.

3.3.4.2. To prepare proposals for opening new programs, making modifications, suspending, or closing programs, and submit them to the Constituent/Branch Constituent/Branch School Program Committee.

3.3.4.3. To develop proposals on offering approved programs in alternative delivery modes such as face-to-face (in-class), online (non-classroom), blended learning or in collaboration with other units or institutions, and submit them to the Constituent/Branch School Program Committee.

3.3.4.4. To develop and implement program development plans.

3.3.4.5. To conduct comprehensive and partial self-assessments of programs and submit the results for review by the Constituent/Branch School Program Committee.

3.3.4.6. To study and make recommendations on issues of course-sharing and credit transfer between undergraduate and graduate levels (e.g., bachelor–master or master–doctoral levels) for deliberation by higher-level committees.

3.3.4.7. In cases where modifications are proposed to programs jointly implemented by NUM’s constituent schools or branches, the matter shall be deliberated at a joint meeting of the respective Department Program Committees.

3.3.4.8. To deliberate on matters related to interdisciplinary or joint programs and submit proposals for the establishment of an Interdisciplinary Program Committee to the next higher-level committee.

3.3.4.9. To review and decide on requests concerning credit transfer and program completion.

3.3.4.10. To oversee the integrity and transparency of academic documentation, including curricula, syllabi, and instructional materials.

3.4. Composition, Management, and Organization of Program Committees

3.4.1. Members of program committees shall meet the following requirements:

- Professional competence: Must possess knowledge of higher education programs and their organization, as well as relevant skills and understanding of open education, academic, and professional school structures and operations.
- Experience: Must hold a doctoral degree, have at least five (5) years of higher education teaching experience, and be a full-time NUM faculty member at the rank of Senior Lecturer or higher, with the ability to serve as an external reviewer in the scientific and relevant disciplines. Employer representatives must hold at least a master's degree and work in public or private sectors. Alumni representatives must be NUM graduates not currently employed at NUM.
- Independence: Must be impartial, independent, and free of conflicts of interest.

3.4.2. Program Committees shall be composed of a Chair, a Secretary, and Members.

3.4.3. Program Committees shall be proposed and confirmed in accordance with the following table.

<table>
<tr><td colspan="2" rowspan="2">Name of the Program Committee</td><td rowspan="2">Number of Members*</td><td colspan="2">Membership</td><td rowspan="2">Approval</td></tr>
<tr><td>Chair</td><td>Members</td></tr>
<tr><td rowspan="4">Base tier</td><td>DPC</td><td>5-9</td><td>Head of Department</td><td>Recommended by the meeting of full-time faculty members of the department</td><td rowspan="2">By order of Constituent School Dean</td></tr>
<tr><td>Interdisciplinary Joint Program Committee (IJPC)within a Constituent/Branch School (CS/BS)”</td><td>5-9</td><td colspan="2">Upon the request of the DPCs, the Chair of the Constituent School Program Committee (CSPC) puts forward a recommendation (with the mandatory inclusion of the chairs of the respective department program committees).</td></tr>
<tr><td>Cross-CS/BS IJPC</td><td>5-9</td><td colspan="2">БСХХ-дын хүсэлтэд үндэслэн ХЕХ-ны ахлагч санал болгох (салбарт хамаарах тэнхимийн хөтөлбөрийн хороодын ахлагчид заавал багтана.)
Based on the requests of the CBSPCs, the Chair of the GPC makes recommendation (with the mandatory inclusion of the chairs of the DPCs relevant to the branch).</td><td rowspan="3">By order of NUM Rector</td></tr>
<tr><td rowspan="2">Intermediate tier</td><td>Constituent/Branch School Program Committee (PC-C/BS)
Branch School PC</td><td>7-11, (Science School: 13-15**)</td><td>Dean of the CS/BS</td><td>Based on the recommendation of the meeting of the full-time faculty members of the department, proposed by the meeting of the Administrative Council of the CS/BS (in the case of the Graduate School, by the heads of the IJPC).</td></tr>
<tr><td>Cross-CS/BS IJPC</td><td>7-11</td><td colspan="2">Based on the requests of the Constituent/Branch School Program Committees (CS/BSPCs), the Chair of the General Program Committee (GPC)</td></tr>
</table>

			recommends (the chairs of the Program Committees of the relevant Constituent/Branch Schools must be included).		
Apex tier	GPC	25	Vice-Rector in Charge	- Specialized Committee on Academic Policy of NUM's Academic Council (nominated by the Specialized Committee meeting) - Representatives from Constituent/Branch Schools (one from each Constituent/Branch School, and two from each of the three branches of the School of Sciences, nominated by the respective school's Academic Council meeting***) - 15; - Other representatives - 3 (nominated by the Chair of the GPC based on the principle of balancing fields of study and student numbers); - Secretary of the GPC.	

* The total number of members of the Program Committee shall preferably be an odd number.
** The Associate Deans of the School of Sciences in charge of respective departments, with six representatives from each department, shall be included.
*** In the case of the Graduate School, the nomination shall be made by the meeting of the chairs of the interdepartmental program committees for graduate level.

3.4.4. The Base-Tier Program Committee shall include representatives of employers and alumni.

3.4.5. The Secretary of the General Program Committee shall be the Head of the Unit in charge of Academic Affairs and Programs. The secretaries of other committees shall be elected from among the members of the respective committee by a majority vote and shall be approved by an order of the Rector of NUM.

3.4.6. The principal form of activity of the Program Committees shall be meetings. A meeting shall be considered valid if attended by not less than 60 percent of the members. Decisions or resolutions on agenda items shall be adopted by a majority vote of not less than two-thirds (2/3) of those present, and minutes shall be recorded.

3.4.7. The Program Committees may establish working groups for the purpose of preparing conclusions or recommendations on specific matters under consideration.

3.4.8. The Chair of the Program Committee shall formulate the agenda, determine the schedule of meetings, preside over the meetings, endorse and authenticate the decisions/resolutions adopted, and supervise their implementation.

3.4.9. The Secretary of the Program Committee shall consolidate and verify all relevant materials for agenda items, distribute them to members, communicate the

adopted decisions/resolutions and recommendations to the relevant units/committees, maintain meeting minutes, and establish and manage the document database.

3.4.10. In the event that a member resigns due to valid reasons or at their own request, the Chair of the Program Committee shall nominate a replacement with consideration of representation, and the nomination shall be confirmed.

3.4.11. All Program Committees at every level shall be reconstituted every three (3) years, with members being eligible for reappointment.

3.4.12. The representatives of the Academic Council in the General Program Committee shall be renewed on an annual basis.

3.4.13. Members of the Program Committees shall serve on a non-staff basis.

3.4.14. Remuneration for members of the General Program Committee and external members of the Base-Tier Program Committees (not affiliated with NUM) shall be provided by order of the Rector of NUM, on the basis of hours worked.

3.5. Duties and Responsibilities of the Unit in charge of Academic Affairs and Programs

3.5.1. To monitor the implementation of the Program Regulations and the execution of decisions adopted by the Program Committees.

3.5.2. To ensure and oversee the integrity, transparency, and proper administration of changes and adjustments within the program's academic system.

3.5.3. To administer the operation of the program application system.

3.5.4. To manage statistical data and reports related to academic programs, and to provide necessary information to Program Committees, other units, and working groups.

3.5.5. To oversee and implement the enforcement of orders, resolutions, and recommendations issued by the state administrative bodies in charge of education and other areas concerning academic programs.

3.5.6. To administer the process of course equivalency and transfer recognition related to academic programs.

3.5.7. To develop methodologies and standards for program evaluation, submit them for discussion and approval by the General Program Committee, and ensure their enforcement.

3.5.8. To conduct internal independent-evaluations of programs implemented at NUM, submit the results to the General Program Committee for its discussion, adoption of decisions for improvement, and communicate them to the Base-Tier and Intermediate-Tier Program Committees.

3.5.9. To support the organization of national and international accreditation processes.

3.5.10. To determine the admission quotas, transfer limits, and program selection controls necessary to ensure the smooth conduct of academic programs in accordance with available resources.

3.5.11. To manage the development and implementation of joint programs, English-medium programs, online courses, and e-learning programs.

Four. Opening, Modifying, Suspending, Reinstating, and Closing Academic Programs

4.1. Within the scope of the special license for educational activities granted by the central state administrative body responsible for education, the National University of Mongolia

(NUM) shall implement academic programs included in the unified list of disciplines, program titles, and codes (indices) applicable to higher education institutions. Academic programs shall be reviewed and approved by the General Program Committee and formalized by an order of the Rector of NUM.

4.2. Request for Inclusion in the Unified List of Programs

4.2.1. Proposals for new programs whose title and code are not included in the unified list approved by the central state administrative authority responsible for education shall be prepared at the meeting of the Department Program Committee (or, in the case of interdisciplinary programs, by the relevant joint department meeting or interdisciplinary program committee) and submitted to the Constituent/Branch School Program Committee by November 15.

4.2.2. When developing a proposal, the decision of the program committees shall be accompanied by supporting documents including the following:

- Program description (title, degree to be conferred, program objectives, graduate competencies);
- Rationale (scientific developments, state policy priorities, labor market demand and needs assessment, global trends relevant to the program, experiences of foreign universities, comparative analysis, and distinctive features compared to similar programs).

4.2.3. The Program Committee of the Constituent/Branch School (in the case of an inter-constituent/branch school program, the Program Committees of each Constituent/Branch School involved) shall review the request submitted by the DPC. If it deems the program feasible for implementation, it shall forward the request to the General Program Committee (GPC) no later than December 15.

4.2.4. If the General Program Committee (GPC) reviews and endorses the proposed program, the Chair of the GPC shall submit the request for approval of the new program title and code to the central administrative body responsible for education, for final decision.

4.2.5. In the case of an interdisciplinary program spanning multiple Constituent/Branch Schools or departments, a joint working group to prepare and submit the request may be established by order of the Rector of NUM or the Director of the relevant Constituent/Branch School.

4.3. Request for a Special License to Conduct Educational Activities

4.3.1. A request for a special license to conduct educational activities under a given program at NUM shall be prepared and deliberated at the meeting of the Department Program Committee (or, for interdisciplinary programs, the relevant joint department meeting or interdisciplinary program committee) and submitted for discussion to the Program Committee of the respective Constituent/Branch School (or to the Program Committees of all participating Constituent/Branch Schools in the case of an inter-school program) no later than March 15.

4.3.2. The proposal for a special license shall comply with the general criteria and requirements for preliminary accreditation established by the National Council for Higher Education Accreditation (NCHEA). The submission shall include all relevant program documents (preliminary version) and the official resolutions of the Program Committees.

4.3.3. Requests that have been reviewed and supported by program committees at all levels shall be submitted by the department to NCHEA for preliminary accreditation. The submission shall include the information specified in Clause 4.2.2 of this Procedure, as well as admission requirements, projected enrollment, a preliminary curriculum, an assessment of the learning environment (laboratories, classrooms, instructional resources, etc.), a review of teaching staff (qualifications, teaching loads—by individual and by department), the program's financial analysis, and other relevant documentation such as the responsible unit and contact details.

4.3.4. If approved, the Chair of the General Program Committee shall formally submit the request to the central state administrative authority responsible for education to obtain a special license for NUM to conduct educational activities under the program.

4.4. Approval of Programs at NUM

4.4.1. A proposal to establish and implement a new academic program at NUM shall first be reviewed by the Department Program Committee (or by the Interdisciplinary Program Committee in the case of a department-level or Constituent/Branch school-level interdisciplinary program). The request must be submitted to the independent team of experts appointed by the General Program Committee within the first six weeks of the main semester.

4.4.2. To open a new academic program, the following documentation must be compiled in both hard copy and electronic form:

- The resolution of the relevant Program Committees;
- The academic program document (with all components prepared in accordance with general requirements).

4.4.3. The Constituent/Branch School Program Committee (or, in the case of programs spanning Constituent/Branch schools, the intermediate-tier Interdisciplinary Program Committee) shall review and, if supported, forward the decision regarding the request to open a new program to the General Program Committee by the 10th week of the main semester.

4.4.4. The General Program Committee shall review proposals submitted by the Constituent/Branch School Program Committees by the 14th week of the main semester, following evaluation by an independent team of experts appointed from among its members. If approved, the Rector of NUM shall issue an order to formalize the program. Information on approved programs shall be entered into the academic program management system by the relevant academic affairs unit, ensuring readiness for student admission and program implementation.

4.5. Amendment to Academic Programs

4.5.1. Proposals for amendments to academic programs shall be discussed at all levels of Program Committees. However, in the following cases, final decisions may be made at the Base-Tier and Intermediate-Tier Program Committee levels:

4.5.1.1. The Base-Tier Program Committee may introduce amendments that do not affect the intended learning outcomes of the program. These include: modifications in the sequencing of the syllabi of compulsory courses, revisions of elective course content, changes to course references such as textbooks and learning resources, updates in assessment methods, and updates to contact information. Amendments related to informational sections of the academic program (e.g., domestic and international cooperation, learning environment, faculty information,

and management information systems) may also be made. Decisions shall be submitted to the Unit in charge of Academic Affairs and Programs.

4.5.1.2. The Intermediate-Tier Program Committee may introduce amendments that do not affect the intended learning outcomes of the program. These include: adding or removing courses in the specialization elective modules of the curriculum, revising up to 25% of the content of core or compulsory specialization courses, and modifying course sequencing or semester allocation. Decisions shall be submitted to the Unit in charge of Academic Affairs and Programs.

4.5.2. When amending programs that are jointly implemented across constituent and branch schools of NUM, the proposed changes shall be deliberated at a joint meeting of the relevant departmental Program Committees.

4.5.3. For programs jointly implemented at constituent and branch schools, the primary affiliation of the program shall rest with the constituent school, while the branch school may adopt and implement it. Taking into account the specific features of the branch school, the structure of specialization elective modules in the curriculum may be developed with variations.

4.5.4. When a course that is included in multiple programs is proposed for removal, or when its syllabus, semester allocation, or prerequisites are to be modified, consent must be obtained from the departments that have designated the course as compulsory in their respective programs.

4.5.5. Revisions of up to 30% of compulsory specialization courses in the curriculum may be approved once every two years, and revisions of up to 30% of core disciplinary courses may be approved once every five years.

4.5.6. The Unit in charge of Academic Affairs and Programs shall record and disseminate program amendments in accordance with the approved decisions to the relevant departments.

4.6. Suspension, Termination, and Reinstatement of Academic Programs

4.6.1. Based on the results of the program's internal self-evaluation, the Base-Tier Program Committee may propose the suspension or termination of student admissions to the program. This proposal shall be deliberated at the Intermediate-Tier Program Committee, and final decisions shall be made by the General Program Committee.

4.6.2. Based on the recommendations and outcomes of internal or external review panels, the General Program Committee shall deliberate and decide on whether to suspend or terminate the program.

4.6.3. To reinstate a program whose admissions were suspended upon departmental initiative, the proposal must be discussed at all levels of Program Committees. For programs suspended on the basis of external review, reinstatement shall be deliberated and decided by the General Program Committee, based on whether the recommendations of the external review panel have been adequately addressed.

Five. Structure of Academic Programs

5.1. Academic Programs

5.1.1. Academic programs shall be developed, approved, and implemented in accordance with the special license granted to NUM for educational activities.

5.1.2. Academic programs may be implemented in face-to-face, online, or blended formats, and in either Mongolian or English. Programs may be administered by a single academic unit or jointly with other academic units/institutions. Separate program approval is not required based on the mode of delivery.

5.1.3. Academic programs may be classified as discipline-specific or interdisciplinary.

5.1.4. For interdisciplinary programs with the index “xx88”: If the program covers up to two fields, at least 50% of the curriculum content must be from the field corresponding to the given code (index). If the program covers up to three fields, at least 40% of the curriculum content must be from the field corresponding to the given code (index).

5.1.5. The curriculum, administrative arrangements, and credit transfer procedures for joint or double-degree programs shall be regulated by a special agreement.

5.1.6. An academic program is a comprehensive document consisting of: general program information, analysis, goals and objectives; learning outcomes and teaching methodologies; planning, assessment, and improvement mechanisms; requirements for learning environment, faculty, students, and graduates. The template for this document shall be developed by the responsible unit in alignment with the national standard requirements for higher education academic program, and shall be approved by the General Program Committee.

5.1.7. When developing an academic program, a program development plan shall also be prepared and implemented.

5.1.8. Academic programs shall be designed in alignment with NUM’s mission, graduate requirements, the program’s educational objectives, intended learning outcomes, the academic degree and specialization to be awarded, and by benchmarking against comparable programs and standards at leading universities worldwide.

5.1.9. Academic programs and their components are the property of NUM and their intellectual property rights shall be protected. Any copyright issues related to the program shall be governed by the Law on Intellectual Property.

5.2. Program Educational Objectives and Learning Outcomes

5.2.1. Academic programs shall be outcome-based (defined by program educational objectives and learning outcomes).

5.2.2. Program educational objectives shall be defined with reference to NUM’s mission and vision, the national qualifications framework, labor market demands, international trends, and common standards.

5.2.3. The program shall include learning outcomes that ensure graduates acquire the general set of competencies required of NUM graduates, without diminishing these common requirements.

5.2.4. General graduate requirements for all levels of NUM shall be discussed and approved by the General Program Committee.

5.2.5. General graduate requirements may be achieved through both coursework and other activities not measured in academic credits.

5.2.6. Program learning outcomes shall be aligned with NUM’s general graduate requirements, the specific program’s educational objectives and characteristics, international trends, the national qualifications framework, and national and international accreditation standards.

5.2.7. Program learning outcomes shall be defined as the sum of outcomes from general education, Professional core, specialization courses, and non-credit-bearing

activities, ensuring that graduates acquire the required comprehensive competencies.

5.2.8. Learning outcomes shall be progressively deepened and measurable at the bachelor's, master's, and doctoral levels.

5.2.9. To ensure the attainment of program learning outcomes, specific additional requirements beyond NUM's general graduate requirements may be included, such as: minimum GPA, results in specific courses, additional examinations, research work, participation in professional and humanitarian activities, or professional certification requirements.

5.3. Curriculum

5.3.1. The curriculum is an integral part of the academic program and shall include: basic program information (program title, code, degree to be awarded, field of study, normative study duration, total required credits, types of internships, general and program-specific requirements), and a detailed list of courses with course codes, content scope, sequence, and semester allocation.

5.3.2. The curriculum shall include a course prerequisite map (course dependency chart) covering all disciplinary foundation and specialization courses. Although a course may have multiple prerequisites, no more than three prerequisites shall be defined for a single course. Prerequisite courses must be successfully completed in order to enroll in subsequent courses. General education requirements included in bachelor's programs may serve as prerequisites for disciplinary foundation courses.

5.3.3. The curriculum shall include a model study plan. The model plan shall be prepared in both standard (average load) and accelerated (full load) formats for students' reference, taking into account course prerequisites and semester workload.

5.4. Courses and Course Syllabi

5.4.1. A course syllabus is a comprehensive document that includes: essential course information (title, code, specialization category, keywords, credit distribution, semester offered, prerequisites, affiliated department, instructor information), course description, objectives, and significance, course outline and intended learning outcomes, and their alignment with program learning outcomes, detailed weekly schedule and content outline, teaching and learning methods, student assessment methods, forms, and criteria, any additional course requirements, and list of main (up to two) and supplementary textbooks, learning materials, and resources.

5.4.2. The course syllabus shall clearly define the learning outcomes to be achieved by students, the assessment methods to measure performance levels, and the teaching methodologies best suited to facilitate achievement of those outcomes, ensuring alignment between these elements.

5.4.3. Course credits shall be determined as the total of guided learning hours (instructor-led) and independent study hours required to achieve the course learning outcomes. One credit is defined according to the following structure, depending on course type and level:

Course Level	Instructional Mode		
	Lecture	Seminar	Laboratory

	Instructional Hours (instructor-led hours + Student preparation and independent study)		
Bachelor	16+32	32+16	48+0 эсвэл 32+16
Graduate	12+36	24+24	

5.4.4. A total workload of 48 hours devoted to research activities, seminars, or dissertation work shall be considered equivalent to one credit hour. For practical training, 32 hours at the practicum site and 16 hours of independent study shall be considered equivalent to one credit hour.

5.4.5. The credit load of a course should preferably be three credits.

5.4.6. Each course shall have a unique identifying code or index number. The index shall consist of the first four letters of the general name of the respective scientific discipline (in English) followed by a three-digit number. The first four letters of the course index shall not overlap between departments.

5.4.7. Courses shall be designated as undergraduate or graduate level, and the course index number, as well as the level of students eligible to enrol, shall be determined as presented below.

Course Level	**Code Index) Number**	**Eligible Students**	**Remarks**
Bachelor	001-099	Undergraduate	Non-credit courses
	100-199	Undergraduate	General education courses in bachelor's programs
	200-499*	Undergraduate	Basic and specialized courses
Graduate	500-599	Master's, Undergraduate	Elective courses in master's programs also open to undergraduates
Graduate	600-699	Master's, Doctoral	Graduate-level courses

* Courses developed for the 9th and 10th semesters should start with index numbers from 450 onwards.

5.4.8. A master’s student may take courses at the bachelor’s level, and a doctoral student may take courses at both the bachelor’s and master’s levels. However, unless otherwise specified in their study program, such courses will not be counted toward the fulfillment of program requirements.

5.4.9. Depending on the course content and intended learning outcomes (knowledge, skills, and attitudes), the organizational format of each course shall be determined. The hours allocated to lectures, seminars, and laboratory work for each course shall each be measured in whole credit units.

Instruction Format	**Description**	**Course Types Requiring This Format**

Lecture	Knowledge-focused courses	- General education courses at the bachelor's level* - Graduate-level courses*
Lecture/Seminar, Lecture/Laboratory, Lecture/Seminar/Laboratory	Knowledge, experiment, and practice-based outcomes, skills, and attitudes	- Basic professional courses** - Specialized professional courses**
Seminar, Laboratory, Seminar/Laboratory	Course aimed at developing skills and attitudes through experiment, practice and research	- Natural science practical training courses - General foundation English language courses

* Depending on the characteristics of the program, if a course must necessarily be delivered in a combined format of lecture and seminar/laboratory, the matter shall be discussed and decided by the General Academic Program Committee.

**Depending on the characteristics of the program, a course may also be organized solely in the form of a lecture.

5.4.10. The course title shall reflect the general content of the course and follow the principle of alignment with similar programs offered at internationally recognized universities.

5.4.11. A course with extensive content that requires study across several semesters shall be divided into separate courses with coherent content continuity, each assigned a title, code (index), and credit hours that reflect their sequential relationship.

5.4.12. Courses with the same subject matter but differing in content level (difficulty) shall be given titles that indicate the level of content.

5.4.13. Course titles and code (index) numbers at NUM (National University of Mongolia) must not overlap.

5.5. General Education Courses

5.5.1. The General Program Committee shall establish and approve the directions and learning outcomes of the general education course package, based on international trends, national core interests, and the graduate profile of NUM.

5.5.2. Program committees of departments and constituent/branch schools shall discuss and approve the draft curricula of general education courses developed within the approved directions (stated in 5.5.1). If endorsed, the relevant materials shall be submitted to the General Program Committee by November 1.

5.5.3. The General Program Committee shall accept materials that meet documentation requirements and appoint a team of three independent experts to review and provide an evaluation.

5.5.4. The draft curricula of general education courses and the external experts' evaluation shall be reviewed and decided upon by the General Program Committee by April 1.

5.5.5. Approved general education course information shall be entered into the academic system by the responsible unit to ensure student enrollment.

5.5.6. If fewer than 50 students enroll in a general education course for four consecutive semesters, the General Program Committee shall decide whether to discontinue the course.

5.6. Bachelor's Degree Core Program

5.6.1. The curriculum of the bachelor's degree core program (hereinafter referred to as the bachelor's program) shall consist of the following packages:

Curriculum Component	**Description**
A. General Education Courses	These courses provide the essential knowledge, skills, and attitudes required for higher education, regardless of the student's field of study. They include both compulsory and elective courses aimed at fostering broad competencies and values. General program directions and introductory science foundation courses (program requirements) can be included here.
B. Core Courses	These are compulsory courses designed to provide foundational scientific knowledge and essential skills specific to the chosen field of study, as well as core professional knowledge that students must acquire.
C. Major Courses	Courses required to provide students with foundational scientific knowledge in the field, as well as essential ethical concepts and basic skills related to the program. Courses, both required and elective, that aim to equip students with the specific knowledge, skills, and attitudes of their major academic program.
D. Free Elective Courses	Courses intended for students pursuing minor or double degree programs, taking graduate-level courses with the 5xx index, acquiring foundational knowledge from another program, or taking additional specialized courses beyond those specified in their own program. If the course has prerequisites, the student must have completed the prior course(s).

5.6.2. The bachelor's programs of NUM shall have equal credit requirements for general education courses.

5.6.3. Depending on the specifics of each program, the core courses may vary in scope but shall consist of compulsory courses.

5.6.4. A bachelor's program shall have a minimum of 121 credits. Depending on the program's specifics, the credit load may be increased by up to 12 credits through additional compulsory specialization courses, resulting in a higher total credit requirement.

5.6.5. Bachelor's degree programs shall be classified into three categories: science, liberal arts and professional/engineering.

5.6.6. The total credit requirements of the bachelor's core curriculum shall be determined based on the degree awarded, chosen from the following credit load options.

Course Package Name	**Credit Requirement**			
	B.A. Liberal Arts Programs		**Science (B.S) and Professional / Engineering Programs (B.BA, LL.B, B.Eng)**	
	Options			
	A1	**A2**	**P1**	**P2**
A. General Education	31*			
B. Core Courses**	30*			
B1. Major (Compulsory)***	27	30	33	36
B2. Major (Elective)	21	18	15	12
C. Free Electives C1. From other Bachelor's programs C2. From Master's programs	12			
TOTAL	**121*** **			

* If the total credits of a program are designed to exceed 121, the General Education and Core Course packages shall be standardized and calculated on the basis of 121 credits.
** At least 60 percent of the Core Course package must consist of foundation courses in the respective field of science. For Law programs, up to 12 additional credits may be added.
*** Depending on program requirements, up to 12 credits (18 credits for Law programs) may be added.

5.6.7. A liberal arts degree program shall not only ensure students acquire fundamental knowledge of their discipline/program, but also provide transferable skills and knowledge required in the labor market (e.g., social sciences, economics, English, law, information technology, research).

5.6.8. Professional/engineering degree programs shall emphasize specialized disciplinary knowledge and skills, and shall include compulsory 3 or 6 credits of internship and/or project work.

5.6.9. A Bachelor of Science (B.Sc.) program shall emphasize advanced disciplinary knowledge and skills, and must include a compulsory bachelor's research project worth 3 or 6 credits.

5.6.10. A Bachelor of Science (B.Sc.) program may also be designed to offer a parallel Bachelor of Arts (B.A.) program.

5.6.11. The curriculum of a Bachelor of Arts (B.A.) program developed under a Bachelor of Science (B.Sc.) core program shall share the same General Education and Core Course requirements as the science program, and shall require no less than 60 percent of the compulsory major courses. Up to 40 percent of the compulsory major courses and all elective major courses shall consist of professional foundation and major courses offered in other programs at NUM that aim to provide transferable skills demanded by the labor market.

5.6.12. General education courses at the bachelor's level shall be aligned with the requirements of the central state administrative authority in charge of education and shall be discussed and approved by the General Program Committee of NUM. Their content shall include the following areas:

Content Area	**Learning Outcomes**	**Credits***
1. Natural Sciences	Understand and explain natural phenomena, scientific facts, and evidence; apply scientific methods to inquiry, hypothesis testing, problem-solving, and drawing conclusions. Analyze quantitative and qualitative data, develop logical thinking, establish causal relationships, design processes, define problems, propose solutions, and apply information technology to practical tasks and creative projects.	6+
2. Humanities	Acquire knowledge of the history of thought, and develop the ability to analyze philosophical and literary texts, cultivate artistic and aesthetic thinking, foster ethical judgment, and engage in creative and scientific approaches. Study Mongolian history, culture, fundamental human rights, and individual development, and strengthen skills for teamwork and collaboration. Speak fluently and meaningfully in the native language, deliver effective oral presentations, write coherently, and apply the language in academic and research writing. Achieve upper-intermediate proficiency in English (or other foreign languages) in speaking, listening, reading, and writing, with the ability to use professional sources.	9+
3. Social Sciences	Understand the diversity of society, economy, governance, and culture; study individual and family development, universal human values, politics, economics, law, interpersonal relations, and social behavior; and develop creative thinking, scientific approaches, and practical skills.	6+
4. Life Skills	Learn the principles of healthy living and proper nutrition, enhance physical fitness, ensure safety in emergencies and disasters, provide basic assistance and support, prevent crime and violations, and acquire knowledge of the	4

	harms of narcotics, psychoactive substances, and digital addiction, with the capacity to avoid such risks.	

* Minimum credits to be collected from each content area. From areas marked with "+", students may take additional courses so that the total sum reaches 31 credits.

5.6.13. The General Education package shall include foundation (program requirement) courses for students who intend to pursue a given program, as well as common courses for all students of NUM.

5.6.14. For students who have not yet chosen a program, it is advisable to take the program requirement courses included in the General Education package of the program they intend to pursue. Successfully completing such courses grants the student eligibility to enter the respective program.

5.6.15. If, due to studying program requirement and core courses of multiple programs, the total credits accumulated exceed the required amount, up to 6 credits may be counted toward the Free Elective package. However, specific and common general education courses cannot be transferred to the Free Elective package.

5.6.16. The process of selecting a major program shall be regulated by a separate procedure, which shall detail the required number of general education credits and program-specific requirements. Depending on the program's nature and demand, some programs may require compulsory completion of certain courses or set GPA thresholds as additional requirements.

5.6.17. Core courses shall not include elective subgroups.

5.6.18. Student enrolled in the bachelor's general core curriculum may choose to take professional foundation courses from the program of his or her interest.

5.6.19. Among programs of the same discipline and degree, no less than 18 credits of core courses must be identical. It is advisable that some compulsory major courses also be shared across related programs.

5.6.20. The Major Course package shall consist of compulsory and elective subpackages designed to provide students with the scientific knowledge, skills, and attitudes required by the program.

5.6.21. The total credits of courses included in the elective major package may not exceed twice the minimum required credits of the respective elective subpackage.

5.6.22. The purpose of the Free Elective package is to allow students to take courses from double major or minor programs, or from master's programs, so that these may count toward degree fulfillment; to acquire foundational knowledge and skills from outside their primary program; or to study additional major courses in greater depth.

5.6.23. Students may exceed the required credits of their program's core and major packages, and count the surplus toward fulfilling the Free Elective package.

5.6.24. After successfully completing 12 credits of core courses in their program, students become eligible to take courses under the Free Elective package. The maximum total credits that may be earned in this package is 30.

5.7. Track Specializations

5.7.1. The elective major package in a bachelor's program may be structured into several specialization tracks.

5.7.2. Courses in each specialization track shall not overlap and must amount to 9–15 credits each.

5.7.3. Each track with sufficient enrollment shall be proposed by the department meeting and submitted to the unit responsible for academic programs for approval. If the enrollment threshold is not met, at least one track shall be implemented.

5.7.4. For programs with multiple tracks, students are not required to fulfill one specific track, and may choose courses across tracks.

5.7.5. The name of the completed track shall be indicated in the transcript appendix of graduates who fulfill the track requirements.

5.8. Advanced Programs

5.8.1. For bachelor's programs in science and engineering, advanced programs may be developed to allow students to study general education, core, and major courses at a higher level.

5.8.2. The advanced program shall be developed under the name of the original program, following the basic structure of the bachelor's curriculum. It shall be drafted by the primary program committee and approved under the same procedure as the core program.

5.8.3. The curriculum of an advanced program must include at least 6 credits of advanced core courses, at least 12 credits of advanced major courses, with a minimum total of 24 credits taught at an advanced level. In addition, a compulsory bachelor's research project worth 3 or 6 credits must be included.

5.8.4. Advanced-level courses shall cover the content of basic courses but at a higher theoretical level, and may have different titles than the original courses. Such courses shall be marked with a distinct notation.

5.8.5. Conditions for admission to the advanced program, transfer rules, and other requirements shall be specified in the program documentation and approved by the General Program Committee.

5.8.6. Advanced-level courses may also be taken by students enrolled in other programs.

5.8.7. Graduates who fully meet the requirements of an advanced program (in both credit and non-credit components) shall be awarded the degree of the primary program, with an additional notation certifying that they completed the program at the advanced level.

5.9. Minor Programs

5.9.1. The minor program shall be developed by the base-tier program committee of the core bachelor's program in the respective field (by name) that has been discussed and approved by the General Academic Program Committee of NUM, and its approval procedure shall be the same as that of the core program.

5.9.2. The curriculum shall consist of general education (A), core (B), and major (C) packages. It shall include program requirement courses from general education (A) and core (B), with compulsory components indicated. The major (C) package may include compulsory and elective sections, based on the major courses of the primary program.

5.9.3. A minor program must have no fewer than 30 credits.

5.9.4. The total credits of elective major courses in a minor program may not exceed twice the minimum required credits of the respective elective subpackage.

5.9.5. No separate courses shall be created exclusively for the minor program.

5.9.6. If a course included in the curriculum of the minor program has a prerequisite in the core program, the prerequisite course shall also be incorporated into the curriculum of the minor program.

5.9.7. A minor program shall specify its purpose, content, learning environment, and admission requirements, including:

- Purpose: Learning outcomes to be achieved (knowledge, skills, attitudes, graduate profile).
- Content: Curriculum and syllabi.
- Learning Environment: Faculty, classrooms, laboratory resources.
- Admission Requirements: General and program-specific (field of study, academic achievement, prerequisite courses).

5.9.8. A student who has fully completed general education and core courses of the primary program, accumulated at least one-third of the major courses, achieved a GPA of 2.6 or higher, and wishes to pursue a master's program in the same field, may take up to 12 credits of master's-level courses (index 5xx) as free electives under the bachelor's curriculum. These credits shall be recognized and transferred upon admission to the master's program.

5.9.9. The bachelor's thesis and the master's thesis shall be written and defended separately. Upon fulfilling all requirements of the bachelor's program, a bachelor's diploma shall be awarded; upon fulfilling all requirements of the master's program, a master's diploma shall be awarded.

5.10. Master's Programs

5.10.1. Master's programs may be classified as "research" or "professional" depending on emphasis on academic research or professional practice.

5.10.2. Research master's programs focus on research methodology and knowledge acquisition, and are designed to prepare students for doctoral studies. Duration: 1.5–2 years.

5.10.3. Professional master's programs focus on professional knowledge, skills, and competencies specific to the chosen field, without direct progression to doctoral programs. Duration: 1–2 years.

5.10.4. Master's programs shall be divided into the following packages:

Program Content		**Study Areas and Credit Requirements**	
		Research	Professional
A. Core Professional Courses		**12**	**12**
A1. Methodology	Courses aimed at providing knowledge and skills in research methodology, modeling, ethics, and intellectual property	6	6
A2. Core Courses of the Program	Courses designed to provide advanced foundational knowledge and skills in the field of the program.	6	6

B. Specialized Courses		**9**	**15**
B1. Program Specialization*	Courses that provide the knowledge, skills, methods, and technologies of the relevant and related scientific fields required for conducting research	6	9+
B2. Electives from Other Equivalent Programs		3	6
C. Research Work	Activities aimed at conducting experiments and research under faculty supervision in research centers, institutes, or laboratories, as well as presenting and publishing the results	**4**	
D. Professional Internship	Practicum courses designed to develop practical skills in accordance with the professional field.	-	**5**
E. Master's Thesis	Research work focused on solving problems and creating new knowledge in a specific area of science	**5**	
Total		**30**	**32+**

* May consist of both required and elective course groups.

** Must include 3–12 credits of courses with a 5xx index, which may be taken by bachelor's students.

5.10.5. In the Research Master's program, the Methodology (A1) subpackage shall include courses on research methodology, ethics, and academic writing. In the Professional Master's program, the Methodology (A1) subpackage shall include courses on communication skills, intellectual property, and professional English.

5.10.6. Core courses of the program should be common to both research and professional tracks and consist of compulsory courses.

5.10.7. The Major package shall consist of core specialization courses of the program and subpackages of courses taken from other equivalent programs. Core specialization courses of the program should be common to both research and professional tracks.

5.10.8. The subpackage of courses taken from other equivalent programs shall include all courses offered in other master's programs at NUM but not included in the student's own program, as well as courses taken at other schools, research institutes, or laboratories within the scope of the student's research field. In the case of professional master's programs, surplus courses from other packages/subpackages within the same program shall not count toward the fulfillment of this subpackage. In the case of research master's programs, surplus courses from the student's own program (B1) may count toward the fulfillment of the subpackage of equivalent programs (B2).

5.10.9. A student who has completed at least 15 credits of NUM research master's courses with a GPA of 3.0 or higher, and who wishes to continue to a doctoral program in the same field, may take up to 18 credits of doctoral-level courses (indexed 6xx) and count them toward the professional core and major packages of the master's curriculum. These credits shall be transferred upon admission to the doctoral program.

5.10.10. The master's thesis and the doctoral dissertation shall be written and defended separately. Upon fulfilling all requirements of the master's program, a master's diploma shall be awarded; upon fulfilling all requirements of the doctoral program, a doctoral diploma shall be awarded.

5.10.11. At admission, students shall choose either the research or professional track. After completing the common courses of the core (A2) and major (B1) packages, students may change their track once during their studies upon request. The student's request shall be decided jointly by the department and the academic program office.

5.10.12. Depending on the research direction, with the decision of the academic supervisor, a student may take bachelor-level courses. These courses shall not count toward credit requirements or GPA of the master's curriculum.

5.10.13. Up to 12 credits of master's courses may be made available to bachelor students under the index beginning with 5xx. Successfully completed courses shall be credited if the student later enrols in the master's program.

5.11. Conditional Master's Student

5.11.1. A person who has obtained a bachelor's degree in a different field may be admitted to a master's program with the condition of taking additional bachelor-level courses. Such courses shall not count toward the credit requirements or GPA of the master's curriculum.

5.11.2. Based on program requirements and the content of the applicant's previous degree, the admissions committee shall determine 12–18 credits of bachelor-level courses. These courses shall consist of core (B) and major (C) courses of the bachelor's program.

5.11.3. Conditional master's students shall complete the required additional bachelor-level courses within the first two semesters.

5.11.4. While taking additional bachelor-level courses, students may also take core master's courses concurrently.

5.12. Doctoral Programs

5.12.1. A doctoral program shall consist of professional core courses (NUM, branch, department, program requirements), major courses (branch, department, program requirements), research work, and dissertation.

5.12.2. The duration of study for doctoral programs shall be 2.5–4 years.

5.12.3. The credits of the doctoral program shall be allocated as follows:

Program Content	Credit Hours
A. Core Professional Courses	12
A1. Research Methodology	6
A2. Core Program Courses	6
B. Specialization Courses	12
B1. From Own Program*	9
B2. From Other Equivalent Programs	3

C. Research Work	12
D. Dissertation	24
Total	60

* Both compulsory and elective courses may be included.

** In master's and doctoral programs, 9–18 credits of equivalent courses are compulsory.

5.12.4. The Professional Core (A) module shall include the fundamental compulsory courses of the respective field.

5.12.5. Courses taken from Other Equivalent Programs (B2) shall include all courses that are not included in the student's own program but are offered in other doctoral programs of NUM, as well as courses studied at other schools, research institutes, or laboratories within the scope of the student's research field. Courses exceeding the required amount within the student's own program shall not be counted towards the fulfillment of this sub-module.

5.12.6. Doctoral students must take the courses of the Professional Core (A) module during their first semester of enrollment.

5.12.7. Applicants who have not completed a research work during their master's program shall not be admitted directly into the doctoral program. Admission is possible only upon submission and evaluation by the admissions committee of evidence proving that the applicant has completed the total credit requirement of the research component in a research-based master's program.

5.13. Conditional Doctoral Student

5.13.1. Applicants who have completed higher education in a different field than the doctoral program they apply for may be admitted into the main doctoral program on the condition that they take additional master's-level courses. Such additional courses will not be counted towards the main doctoral program's credit or GPA requirements.

5.13.2. Based on the requirements of the program and the content of the applicant's previous degree, the admissions committee shall recommend 12–18 credits of relevant master's-level courses. These courses shall consist of Professional Core (A) and Specialization (B1) modules of the master's program.

5.13.3. Conditional doctoral students must complete the required additional master's-level courses within the first two semesters of study.

5.13.4. Conditional doctoral students may study the doctoral program's Professional Core (A) courses concurrently while taking the required additional master's-level courses.

5.14. Joint Implementation of Programs

5.14.1. The main program may be jointly organized by a school of NUM or in cooperation with domestic or international universities, provided that no changes are made to the content of the main program.

5.14.2. The joint implementation of the program shall be regulated by an agreement concluded between the educational institutions. The agreement shall specify the provisions concerning dual or joint degrees, curriculum, model plan, requirements for admission and graduation, graduation documents, the list of courses to be studied at both institutions and their equivalence, student exchange periods, tuition fees, payment responsibilities, scholarships, and other implementation-related matters.

5.14.3. Joint programs shall be implemented in cooperation with universities that have signed a cooperation agreement with NUM or its constituent/branch schools.

5.14.4. Proposals for the implementation of joint programs shall be reviewed by the program committees at all levels to determine the feasibility and regulatory aspects of joint organization.

5.14.5. Agreements on the implementation of joint programs with domestic and international universities that have been reviewed and endorsed by the General Academic Program Committee shall be approved by an order of the Rector of NUM. Agreements on the implementation of joint programs with NUM's constituent/branch schools shall be approved by an order of the Director of the respective constituent/branch school.

5.15. Other Forms of Program Implementation

5.15.1. The training program may be separately implemented for applicants who have previously obtained an equivalent level of higher education. The curriculum shall consist of general education courses, professional core courses, and specialization courses from the main program. Within the framework of NUM's 'Course Equivalency Regulations,' relevant general and professional core courses from the applicant's previously completed program may be recognized.

5.15.2. If the program information and syllabi are prepared in English and sufficient teaching staff are available to teach the courses in English, the program may be offered in English (hereinafter referred to as an English-language program). Proposals for such programs shall be reviewed and decided upon by the General Program Committee based on recommendations from lower-level program committees.

5.15.3. If the courses included in the main program are fully converted into online format in accordance with e-learning requirements, the program may be implemented online (hereinafter referred to as an e-learning program). The requirements for e-learning courses shall be regulated by a separate procedure.

5.16. Requirements for the Conferment of Academic Degrees

5.16.1. Graduates shall be awarded the relevant degree (diploma) if they have fully acquired the comprehensive competencies required by their enrolled program, successfully completed all compulsory and elective courses in each program module/sub-module, met the credit requirements, fulfilled NUM's general graduation requirements, and satisfied any additional/special requirements of the program as well as other requirements specified in NUM's 'Procedure for Teaching and Learning Activities.

5.16.2. Depending on the number of course credits, the learner's choice, and program modifications, if the required number of credits for a program module/sub-module is fulfilled with a discrepancy of up to 1 credit, it may be considered as meeting the requirements of that module/sub-module. However, in aggregate, the learner must satisfy the total number of credits required for the overall program/module.

5.16.3. Students enrolled in dual-degree programs must meet the requirements of each program separately in order to be awarded two degrees.

5.17. Non-Degree Programs

5.17.1. The Mongolian language preparatory program for international students shall be developed by the relevant unit in credit format according to the student's competency and learning outcomes, discussed and approved by the General Program Committee. Graduates of the preparatory program shall be awarded a certificate.

5.17.2. Foreign citizens enrolled in NUM's bachelor's, master's, or doctoral programs who require further improvement of their Mongolian language skills may register for corresponding level language preparatory training concurrently upon request.

5.17.3. NUM's unit in charge of academic programs, in cooperation with Constituent/Branch schools, research institutes, and centers, shall develop and implement non-degree training programs consistent with the lifelong education concept and societal needs, subject to approval by the Vice-Rector in charge.

5.17.4. Non-degree training programs shall be regulated by a separate procedure.

Six. Classification of Educational Degrees in Academic Programs

6.1. The affiliation and governance of degree programs implemented at NUM within its constituent/branch schools shall be determined in line with the International Standard Classification of Education (ISCED) and based on the program index and coding classification approved by the state central administrative authority in charge of education. These shall be specified within the framework of the university's policy.

6.2. NUM's bachelor's programs shall confer the following academic degrees depending on the field of the program index. These include:

№	Program Code (Index) Field*	Degree Awarded
1	01 – Education 02 – Arts and Humanities 03 – Social Sciences, Information, Journalism 05 – Natural Sciences, Mathematics, Statistics 09 – Health and Social Care 10 – Services	Bachelor of Science (B.Sc) Bachelor of Liberal Arts (B.A)**
2	041 – Business and Management 10 – Services	Bachelor of Business Administration (B.BA) Bachelor of Liberal Arts (B.A)**
3	042 – Law	Bachelor of Laws (LL.B) Bachelor of Liberal Arts (B.A)**
4	06 – Information and Communication Technology 07 – Engineering, Manufacturing, Construction 08 – Agriculture, Forestry, Fisheries, Veterinary	Bachelor of Science (B.Sc) Bachelor of Engineering (B.Eng) Bachelor of Liberal Arts (B.A)**

* The above codes and names are derived from the International Standard Classification of Education (ISCED) approved by UNESCO.

** In accordance with Clause 5.6.10, a double degree may be awarded under certain programs.

6.3. At the level of the constituent/branch schools, advanced-level specialized programs as well as joint programs with other domestic and foreign universities, and interdisciplinary programs jointly implemented by NUM's academic units at the graduate school level are included. These programs confer the following academic degrees:

Program Level	**Research Master's**	**Professional Master's**	**Doctoral**

Degrees Conferred	Master of Science (M.Sc.), Master of Engineering (M.Eng)	Master of Arts (MA), Master of Business Administration (MBA), Master of Laws (LL.M), Master of Engineering (M.Eng)	Doctor of Philosophy (Ph.D)

6.4. Depending on the level of the program and whether it is interdisciplinary, the program is overseen by the relevant program committees as follows.

Level of Program Committee	**Status of Program (Specialized or Interdisciplinary)**					
	Specialized		Interdisciplinary			
	Department-based Program		Interdisciplinary Program among Departments within the Constituent/Branch School		Interdisciplinary Program across Constituent/Branch Schools	
	Program Level					
	Bachelor	Graduate Level	Bachelor	Graduate Level	Bachelor	Graduate Level
Base-tier	DPC		IDJPC			
Intermediate-tier	CBSPC		CBSPC		CBSPC	
Apex-tier	GPC					

6.5. The interdisciplinary undergraduate program shall be affiliated with the department corresponding to the index field (classification). If there are several departments belonging to the same index field (specialized discipline), the affiliation shall be determined by the General Program Committee meeting based on the proposal of the department concerned and the Program Committee of the School/Branch to which the program belongs.

6.6. Programs may be implemented as joint degree programs within NUM's Schools/Branches, and the program may be hosted by each participating school.

6.7. Course Affiliation

6.7.1. Depending on the scientific field and level of the course content, courses shall be placed according to the following table and overseen by the relevant program committees.

	Status of Courses by Scientific Field (Specialized vs. Interdisciplinary)		
	Specialized	Interdisciplinary	
	Specialized/Dominant in one scientific discipline	Interdisciplinary course within a constituent/branch school	Interdisciplinary course within a constituent/branch school

Location	Department responsible for the respective scientific discipline program *	Constituent/branch school **	Unit in charge of Academic Affairs and Programs**, Graduate school**
Development and Revision of Course Curriculum	Departmental Curriculum Committee Responsible for the Relevant Field of Science	Joint meeting of the relevant Department program committees	

**1) A course that is designed to incorporate theoretical results, methods, and tools of other scientific disciplines into the data, examples, and cases of a different program field shall be placed under the department of the scientific theory program. However, depending on the specific content of the course and the absence of overlap with similar courses, it may also be assigned to the implementing department. 2) A course designed to be taught in English, depending on the characteristics of the program, may be affiliated with the corresponding department of the English-taught program. In these two cases, the course curriculum shall be developed and modified through a joint meeting of the curriculum committees of both departments. The decision on program affiliation shall be made by the General Program Committee (GPC).*

*** By the decision of the curriculum committee of the relevant school/branch and the GPC, a program may be affiliated with a specific department*.

6.7.2. Courses with the same credit hours and content shall be affiliated with the department that implements the program in the relevant scientific field. The overlap of content shall be determined by an external panel of experts appointed by the Program Committee.

6.7.3. For identical courses implemented both in constituent and branch schools, the primary affiliation shall be with the constituent school, while the branch school shall adopt and implement them.

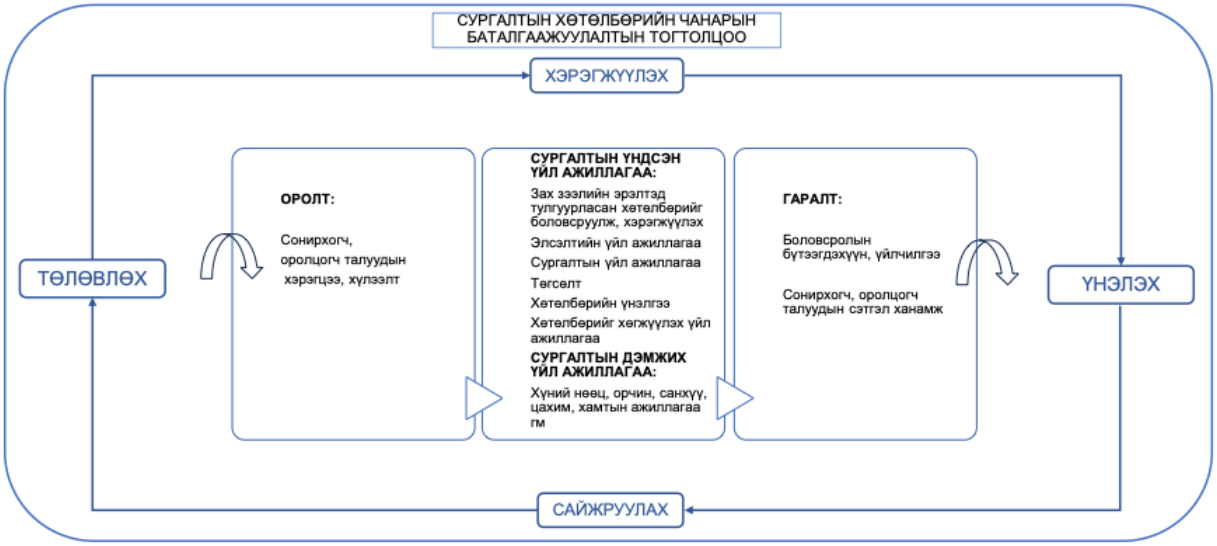
Seven. Evaluation and Quality Assurance of Academic Programs

7.1. The quality assurance policy of NUM's academic programs is aimed at preparing highly competent specialists who meet the needs of the country's social and economic development and who are globally competitive. It also seeks to ensure stakeholder satisfaction by continuously improving the quality of education. The quality assurance policy of academic programs shall be implemented based on the following principles:

- Alignment with the university's vision, mission, and strategy;
- Ensuring the cycle of quality planning, implementation, evaluation, and improvement (feedback loop);
- Risk-based approach, including assessment of strengths, weaknesses, opportunities, and risks;
- Ensuring stakeholder participation and process-based implementation;
- Regular documentation and record-keeping;
- Evidence-based implementation and performance of activities carried out.

7.2. The quality assurance system of academic programs shall be a structured framework aimed at reducing quality gaps between inputs, processes, outputs, and outcomes of

degree-granting academic programs. It ensures comprehensive evaluation, planning, implementation, and improvement of program results over short-, medium-, and long-term periods.



7.3. The purpose of quality assurance of academic programs is to continuously improve program quality by ensuring the value of the program, enhancing stakeholder satisfaction, maintaining a feedback loop for planning, implementation, evaluation, and continuous improvement, and by modeling, implementing, and evaluating quality teaching and learning.

74. In planning, developing, implementing, evaluating, and improving academic programs, the following elements shall be assessed: the achievement of program educational objectives and learning outcomes, curriculum structure, admission and student evaluation, graduate evaluation, teaching methodology, learning environment, learning resources, and implementation of human resource policies. Based on these, further activities shall be determined and quality management methods of education shall be applied.

7.5. The implementers of the academic program and its quality assurance (hereinafter referred to as “implementing parties”) are the program committees at the base-, intermediate-, and apex iers, the departments responsible for the program, the Unit in charge of Academic Affairs and Programs, and other administrative units. Implementing parties shall work toward achieving the educational objectives and learning outcomes of the program and shall take responsibility at the appropriate level in all activities that ensure the quality and effectiveness of program learning outcomes.

7.6. Implementing parties shall be responsible for the quality of their respective activities related to academic programs and organization, and shall provide the required data and materials for program evaluation within the specified timeframe.

7.7. The stakeholders of academic programs and their quality assurance (hereinafter referred to as “stakeholders”) include students, employers, faculty and staff, applicants, parents, interested parties, and partner organizations.

7.8. All programs implemented at NUM at all levels must have a program development plan (cycle of planning, implementing, evaluating, and improving quality). In addition to continuous monitoring of its implementation, programs must also conduct self-assessment and reporting.

7.9. The program must clearly define the plan for how quality assurance evaluation will be conducted, including data collection, processing, analysis, reporting, documentation of relevant evidence, and organization of evaluation activities. In evaluating program quality, implementation, and outcomes, the performance indicators specified in Annexes 1–4 shall be applied.

7/10. For academic programs in high-demand, priority areas, as well as teacher education and public health, formal accreditation is mandatory. For newly established programs, preliminary accreditation is required. For other programs, accreditation is voluntary, but NUM pursues a policy of involving programs in accreditation to improve quality, and implements relevant plans accordingly.

7.11. Joint, online, blended, and English-medium programs must follow the same principles as core programs at each level. They must meet general and program-specific requirements regarding program objectives, learning outcomes, learning environment, admission, graduation, and also conform to the management, organization, and quality assurance requirements applied to core programs.

7.12. The process, detailed evaluation criteria, methodology, guidelines, and benchmark indicators for quality assurance of academic programs (QAAP) shall be developed by the Unit in charge of Academic Affairs and Programs and approved by the General Program Committee.

7.13. The quality assurance system of academic programs has two main forms: external (QAAP) (by external bodies) and internal (QAAP).

7.14. External quality assurance or external evaluation of programs shall be conducted by domestic and international professional organizations, professional associations, other representative bodies, or by an evaluation team at the university level.

7.15. A medium-term (master) plan for external and internal accreditations shall be approved, and its implementation shall be ensured by the implementing parties. International accreditation shall be sought for programs aligned with the directions set out in the university’s strategic plan.

7.16. The process of internal quality assurance of academic programs consists of two stages: program self-assessment (PSA) and internal peer evaluation of the program (IPEP).

7.17. The self-assessment of academic programs must be conducted once every 1–2 years, and the results of the self-assessment report shall be used in external and internal quality assurance evaluations of academic programs, as stipulated in Article 7.13 of this procedure.

СУРГАЛТЫН ХӨТӨЛБӨРИЙН ДОТООД
ЧАНАРЫН БАТАЛГААЖУУЛАЛТЫН ТОГТОЛЦОО

7.18. Self-Assessment of Academic Programs

7.18.1. The self-assessment of an academic program (SAAP) aims to evaluate the program's impact, performance, and outcomes in order to ensure alignment with the knowledge, skills, attitudes, and competencies demanded by the evolving labor market, as well as with the needs and expectations of learners, and to continuously improve the quality of the program.

7.18.2. The implementing parties shall collect relevant data and evidence, conduct quantitative and qualitative analyses (see Annexes 4–6), and prepare an Annual Self-Assessment Report of the Academic Program (SAAP Report). The outcomes shall be integrated into their activities and reported to the relevant units.

7.18.3. In line with the annual reports of departments, faculty members, constituent/branch schools, and other units, the scope of tasks to be carried out by the implementing parties of academic program quality assurance, their frequency, and the units responsible for reporting are, as follows:

Implementing Party of the Program	**General Content of the Tasks to be Performed**	**Frequency**	**Reporting Officer/Unit**
Teacher	Teaching and extracurricular activities, the department's strategic plan, and their impact and contribution to the program/course learning outcomes and development plan.	Annually	Department Program Committee
Department Program Committee	Preparation and implementation of the department's strategic plan, program learning outcomes, program development, and quality	Annually	Faculty/Constituent/ Branch School Program Committee

	assurance activity plan, as well as reporting on performance results.		
Faculty/Constituent /Branch School Program Committee	Strategic plan of the constituent/branch school, fulfillment of program learning outcomes, activities and outcomes related to academic program policy and implementation, and quality assurance measures, including research	Annually	General Program Committee
General Program Committee	Implementation of NUM's strategic plan and reporting on the activities of the Committee	Annually	Academic Council

7.18.4. The content of the Self-Assessment Report (SAR) of an academic program shall consist of two main parts: self-assessment of the program, and self-assessment of learning outcomes.

7.18.5. Within the framework of the self-assessment of an academic program, regular discussions on program and course content shall be conducted. Based on satisfaction surveys, data on admissions, graduates, student mobility, and quality analyses, the program and its components shall be improved.

7.18.5.1. The program design, objectives, intended learning outcomes, and teaching methodologies shall be evaluated every two years.

7.18.5.2. The requirements of the learning environment shall be evaluated every two years.

7.18.5.3. The requirements for faculty implementing the program, their performance, and teaching workload shall be evaluated annually.

7.18.5.4. Key performance indicators related to requirements for admissions and graduates shall be evaluated annually.

7.18.5.5. The cost-effectiveness (economic efficiency) of the program shall be evaluated annually, and conclusions shall be drawn. The cost-effectiveness analysis shall be carried out in accordance with the methodology developed by the Finance unit.

7.18.6. Requirements for the Learning Environment

7.18.6.1. The requirements for the material and non-material environment necessary for implementing the academic program shall be defined in accordance with the standards set by the state central administrative authority responsible and shall be reflected in the academic program.

7.18.6.2. In order to determine the extent to which the learning environment of the program meets the requirements set by the state central administrative authority, data on actual indicators of the learning environment shall be specified within the following scope, attached to the academic program, and evaluated every two years:

- Survey of the facilities and classrooms used for instruction, and the availability of technical equipment;

- Survey on laboratories, experimental equipment, and materials intended for teaching and research;
- Survey of computers and software used for teaching and research;
- Survey of books, textbooks, and other electronic resources used for teaching and research;
- Internet environment of the university, learning management systems, online learning platforms, and digital learning materials;
- Training and experimental bases, workshops, and facilities located within the university and supported by industries or enterprises;
- Other supplementary information.

7.18.7. Requirements for Faculty Implementing the Program

7.18.7.1. The requirements for professor positions, as well as the criteria for teaching, research, and community service, and the ranking system shall be regulated by the “Internal Labor Regulations of NUM,” the “Regulations on Academic Promotion and Performance Evaluation of Professors at NUM,” and the “Unified Evaluation (Attestation) Regulations of Faculty Members at NUM.”

7.18.7.2. Faculty members teaching in bachelor’s programs shall hold at least a master’s degree, while those teaching in advanced-level academic programs shall hold a doctoral degree.

7.18.7.3. Faculty members holding the academic rank of professor or associate professor shall be required to teach no less than 20% of the credit hours from the core curriculum (general education, professional core, and specialization courses) of the undergraduate degree program.

7.18.7.4. Up to 20% of the professional core and specialization courses of a program may be taught by qualified adjunct instructors.

7.18.7.5. Faculty members shall actively and productively contribute to the development of their programs. They are required to regularly participate in the University’s faculty development programs, as well as other trainings and seminars aimed at enhancing teaching and research knowledge and skills, and to incorporate these into program content and teaching methodology.

7.18.7.6. In line with the general requirements for higher education programs, the specific requirements for faculty shall be defined in detail in the program, ensuring that they make a tangible contribution to achieving the educational objectives and learning outcomes of the program. The extent to which faculty requirements are fulfilled shall be specified in the program appendix within the following scope: 1/ Educational background and professional competence of the teaching staff (field of specialization, academic degree, years of service, professional development, etc.); 2/ Faculty teaching and research areas (courses taught, research fields, etc.); 3/ Any other necessary information.

7.18.8. Requirements for Admission and Graduation

7.18.8.1. The requirements for admission to and graduation from bachelor’s, master’s, and doctoral academic programs shall be defined in compliance with the model regulations issued by the state central administrative authority in charge of education, as well as the University’s internal rules and regulations. These requirements shall also reflect the University’s vision, mission, and strategy, and be

aligned with labor market demands and analytical assessments, and shall be incorporated into the academic program.

7.18.8.2. The requirements for admission to a program shall be defined within the following scope:

- Previous educational level and field of study;
- Subject areas and assessment criteria of entrance examinations;
- Additional requirements reflecting the characteristics of the program (such as achievements in academic competitions, personal development, maturity, knowledge, skills, etc.);
- Other requirements.

7.18.8.3. The requirements for graduation from a program shall be defined within the following scope:

- The national qualifications framework and labor market demands;
- Both credit-based and non-credit requirements;
- The level of achievement of the program's intended learning outcomes;
- Additional requirements reflecting the characteristics of the program.

7.18.9. The evaluation of learning outcomes shall assess and continuously improve the alignment between the program's goals and objectives, the intended learning outcomes of the program, the intended learning outcomes of individual courses, and the performance level of the learning outcomes achieved by students (Annexes 1–3).

7.18.10. Regardless of the level or field of the academic program, the list of program learning outcomes shall include the following personal and professional competencies and dispositions: the ability to conduct inquiry, solve problems, carry out experiments and research, generate new knowledge, think systematically, work in teams, demonstrate communication skills, use technology and English, and evaluate the external environmental and socio-economic impacts in creating outputs.

7.18.11. The teaching and learning methodology of a program shall represent an optimal combination of learning and teaching activities. It shall be learner-centered, encourage active student participation, prioritize active learning approaches, and appropriately integrate information and communication technology and e-learning methodologies with traditional teaching methods. Each program shall specify the most suitable teaching and learning methods for achieving its intended learning outcomes and map the relationship between program learning outcomes and teaching methodologies within the program document.

7.18.12. Each course syllabus shall clearly set out the intended learning outcomes to be achieved by students, the methods for evaluating the level of achievement of those outcomes, and the corresponding teaching and learning approaches, ensuring their coherent alignment.

7.18.13. In evaluating learning outcomes, indirect assessment methods such as surveys and questionnaires shall be conducted every 1–2 years among stakeholders including employers, applicants, students (both overall and graduating cohorts), and alumni. Direct assessment methods shall be carried out using performance indicators from students. The collected data shall be analyzed both quantitatively and qualitatively and incorporated into the activities of teaching and program management.

7.18.14. Indirect evaluation, such as surveys of course participants, graduating students, alumni, and employers, shall be used to assess the program's goals, objectives, and the performance of program and course learning outcomes (in accordance with approved standard survey instruments).

7.18.15. Both direct and indirect evaluation methods shall be implemented in accordance with the methodological guidelines for program evaluation.

7.19. Internal independent-evaluation of Academic Programs

7.19.1. The Unit in charge of Academic Affairs and Programs shall conduct an internal independent-evaluation of no less than 20 percent of all academic programs annually, either through targeted program evaluation or comparative analysis. The internal independent-evaluation of program quality shall be based on the self-evaluation report of the program as set out in Section 7.18 of this procedure, and a consolidated conclusion shall be drawn.

7.19.2. The results of the internal independent-evaluation shall be reported to the relevant higher-level units and the General Program Committee. Recommendations and feedback shall also be communicated to the unit responsible for the program, and such recommendations shall be incorporated into and implemented through the program's development plan.

7.19.3. The internal independent-evaluation shall consist of four subsections:

- Evaluation of the academic program (planning, implementation, key performance indicators, program effectiveness, outcomes of teaching and learning, stakeholder satisfaction surveys)
- Program learning outcomes (alignment between program-level and course-level outcomes; responsiveness to changing labor market demands and requirements for professionals; graduate and employer satisfaction surveys; extent to which learning outcomes meet employer expectations and labor market needs)
- Implementation and results of program development planning (whether comparative studies of the program have been updated; effectiveness of changes introduced into the program)
- Utilization of program self-evaluation results (extent to which regular self-evaluation is carried out and integrated; fulfillment of accreditation recommendations and requirements).

7.19.4. The Unit in charge of Academic Affairs and Programs shall prepare the internal independent-evaluation plan and the template for the program self-evaluation report, subject to approval by the vice rector in charge. Amendments to the evaluation plan may be made prior to the scheduled period based on the proposal of the department requesting evaluation.

7.19.5. In accordance with the internal independent evaluation plan, departments shall have their Program Self-Assessment Report (PSAR) reviewed by the DPC and the CBSPC, and submit it to the Unit in charge of Academic Affairs and Programs both electronically and in hard copy by the 5th–6th week of the semester of the academic year.

7.19.6. The Unit in charge of Academic Affairs and Programs shall present the self-evaluation reports, reviewed by the CBSPC, to the GPC within the same semester for discussion and decision. Evaluations and recommendations shall then be issued according to the following grading scale:

- 85–100% compliance with requirements: Excellent

- 65–84.9% compliance with requirements: Good
- 51–64.9% compliance with requirements: Fair
- ≤50.9% compliance with requirements: Unsatisfactory.

Eight. Other provisions

8.1. The implementation of this provision shall be supervised by all levels Program Committees and the administrative units in charge of academic programs.

8.2. Within the framework of this procedure, detailed guidelines and instructions regarding the planning, implementation, and evaluation of academic programs shall be developed by the administrative units in charge of academic affairs and programs and deliberated and approved by the General Program Committee meeting.

8.3. Any issues not regulated by this procedure shall be discussed and decided by the General Program Committee meeting.

Appendix 1

Performance Indicators for Evaluating the Quality of Program Planning
(Be equipped with an improvement plan based on analysis)

№	Performance Indicator	Description
1	The extent to which the components specified in the general requirements for the program have been fully developed	Analysis Goals and objectives Learning outcomes, Teaching methodology Curriculum Learning outcomes matrix Reference plan Planning of project, practice, research, and experiment
2	The extent to which stakeholders have been involved in program development and their feedback and recommendations have been incorporated	Whether representation has been included in the Program Committee Whether a survey has been conducted Whether meetings and discussions have been held
3	The extent to which the program has been analyzed and benchmarked against comparable domestic and international programs	Comparison with similar programs of 3-4 leading global universities
4	The extent to which the program's objectives, goals, and learning outcomes have been defined at the action level in measurable terms	Bloom's taxonomy action verbs The extent to which workplace competency research and benchmarking have been conducted. The extent to which employers have been involved.
5	The extent to which the curriculum has been aligned with general requirements	General education Professional core Specialization

		Content, structure, and proportion of elective courses
6	The extent to which the matrix linking program-level and course-level learning outcomes has been optimally defined	Alignment with graduate model Alignment with educational objectives Clarity
7	The extent to which the action levels of course learning outcomes have been specified in measurable terms.	Bloom's taxonomy action verbs Achievable, measurable, hierarchical content reflecting program level and course progression The program level and course prerequisites are reflected The program is attainable, measurable, and structured with progressive content.
8	The extent to which the program's teaching methodology has been reflected in the course syllabi.	Appropriate teaching methodology for achieving the intended learning outcomes is planned coherently
9	The extent to which course learning outcomes, teaching methodologies, and assessment methods have been defined in a mutually consistent manner.	Learning outcomes to be achieved by the learner in the given course, and the methods for assessing their levels of performance
10	The extent to which the program includes planning for program evaluation and the assessment of learning outcomes.	Continuous improvement based on labor market demands and technological advances. Program evaluated and improved based on the learning outcomes matrix and the assessment of course-level learning outcomes
11	The extent to which requirements for the learning environment, faculty, entrants, and graduates have been optimally defined.	The extent to which the relevant general requirements of this procedure are incorporated into the program

Annex 2

Key Performance Indicators for Program Quality Assessment

(Indicators should be produced annually, and every 2–5 years a STEEP and SWOT analysis should be conducted to develop improvement measures and plans, along with an evaluation of implementation.)

№	Performance Indicator
1	Percentage of Admission Quota Performance
2	Number of talented students enrolled in the program
3	Percentage of activities organized and implemented for students with special needs
4	Percentage of implementation of teaching methodologies specified in the course syllabi
5	Proportion of faculty members with a doctoral degree in the program
6	Number of courses delivered in online format
7	Number of courses delivered in blended (online and in-class) format
8	Number of core faculty members teaching in English
9	Number of courses taught in English
10	Number of international students in the program
11	Adequacy and compliance of classrooms and technical equipment used for training
12	Coverage and speed of the university's wireless internet network
13	Adequacy, indicators, and utilization level of experimental and research laboratories
14	Adequacy and utilization level of core textbooks included in the curriculum
15	Number of complete online courses in the program
16	Development and utilization level of the e-learning platform

Annex 3

Other Performance Indicators for Evaluating Program Implementation Quality (Indicators should be produced annually, and every 2–5 years a STEEP and SWOT analysis should be conducted to develop improvement measures and plans, and to evaluate implementation.)

No.	Performance Indicator
1	Number of students transferred out of the program, with analysis
2	Number of students transferred into the program, indicators such as GPA, etc.
3	Advising provided to program students: faculty advising schedules and notes, participation in research seminars, conferences, reports
4	Survey on program students who received scholarships or tuition fee discounts
5	Number of program students participating in student development programs
6	Rate of student participation in health and psychological counseling services
7	Number of students in the program accommodated in student dormitories
8	Report on the resolution of petitions and complaints submitted by program learners
9	Report on activities undertaken to promote program collaboration
10	Report on cooperation with internship host organizations

Annex 4

Performance Indicators for Evaluating Program Outcomes

(Indicators must be regularly prepared, with STEEP and SWOT analysis conducted to develop improvement measures, plans, and implementation evaluations.)

№	Performance Indicator	Remarks
1	Accreditation status	Number of accreditations, duration
2	External evaluation of the program	Internal, external
3	Implementation level of internal quality assurance activities of the program	Internal self-assessment Development plan
4	Implementation level of program objectives and goals	Evaluation of training program
5	Implementation level of learning outcomes of the program	Evaluation of training program Student evaluation
6	Implementation level of learning outcomes of courses	Evaluation of training program Student evaluation
7	Implementation level of program objectives, goals, and learning outcomes determined by employer, graduate, and final-year student surveys	Evaluation
8	Percentage of program students who graduated on time	5-year indicator
9	Employment rate of graduates in their professional field	5-year indicator
10	Implementation level of requirements for the learning environment	Evaluation
11	Implementation level of requirements for teachers	Teacher performance evaluation procedure
12	Implementation rate of higher education institution ranking criteria	Evaluation
13	Enrichment of plagiarism-checking database with NUM academic journals, undergraduate, master's, and doctoral research work each semester	Library service
14	Enrichment of required course textbooks in the program's curriculum and statistical indicators on textbook usage	Library service

Annex 5

Sample Plan for Organizing Stakeholder Satisfaction Surveys on Program and Learning Outcomes Evaluation

No	Stake-holder	Purpose of the Survey	Timing	Sample Size	Method/ Tool	Responsible Unit
1	Entrant	Assess entrants' expectations and level	Each semester	50-60%	Learning Management System	Unit in charge of Academic Affairs and Programs
2	All Students	Regarding the course	After grades are issued each semester	100%	Learning Management System	Unit in charge of Academic Affairs and Programs
3		Evaluation of Teachers' Methods and Skills				
4		Evaluation of School Environment and Services	Once at the end of the academic year			
5	Final-year Students	Evaluate achievement of program outcomes and measure satisfaction	Twice a year	50-60%	Learning Management System	
6	Graduate	Assess career relevance, evaluate the program, and identify employment outcomes	One year after graduation	50-60%	Interview/ Survey	Career Development Center
			Two years after graduation			
7	Employer	Evaluate training quality, program, and graduates' competencies	Once every 2–3 years	70%		
8	Faculty and Staff	Assess organizational culture, satisfaction, and program development trends	Once every 2 years	55-70%	Interview/ Survey	Human Resources Unit

Annex 6.

Program Performance Indicators

No.	Numerical Data	Responsible Unit
1	Number of entrants	Unit in charge of Academic Affairs and Programs
2	Average, highest, and lowest entrance exam scores of entrants	
3	Number of graduates	
4	Number of transfer-in students	
5	Number of transfer-out students	
6	Number of students who withdrew at their own request	
7	Number of students dismissed according to regulations	
8	Average study load per student (per semester and annually)	
9	Average graduation duration of students in the program	
10	Academic performance of students in the program	
11	Normal distribution of students' grades by course, by instructor	
12	Number of courses delivered online	
13	Number of blended (online and in-class) courses	
14	Number of full-time faculty teaching in English	
15	Number of courses taught in English	
16	Number of international students enrolled in the program	
17	Coverage and speed of the university wireless internet network	Digital Transformation Unit
18	Availability and utilization of core textbooks specified in the syllabus	Department, Library
19	Development and utilization level of e-learning platforms	Digital Transformation Unit, Faculty Development and Learning Unit
20	Survey on program students who received scholarships or tuition fee discounts	Student Development Unit
21	Number of students in the program participating in student development programs	
22	Participation in health and psychological counseling services	
23	Number of students in the program accommodated in student dormitories	
24	Report on resolving complaints and petitions of students in the program	Relevant Functional Units
25	Program financial and economic analysis	Finance Unit