

**Rules and Recommended Procedures for the Preparation of Programmes of Study
at Charles University**

Attachment No. 2, Rector's Directive No. 14/2019 – A Proposal for a Programme of Study Within Institutional Accreditation – sets out the fundamental principles for the preparation of bachelor's and master's programmes of study implemented within the framework of institutional accreditation for (an) area(s) of study, or accredited by the National Accreditation Bureau for Higher Education.

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A. Including a Programme of Study in an Area or Areas of Study

The Higher Education Institutions Act newly introduces the term “area of study” in the context of educational activities; in addition to its crucial role in the institutional accreditation, area of study is also important for defining and preparing a programme of study. Each programme of study, be it approved within the institutional accreditation of Charles University (“CU”) or accredited by the National Accreditation Bureau for Higher Education (“the NAB”), must be included in one or more areas of study. The concepts by which the area of study is defined are also important from the point of view of the content of the study and a graduate’s profile, and they play a role in the preparation of curricula. Part A thus describes the concepts and principles associated with the area of study.

- (1.) An area of study is a factually defined unit of tertiary education within which programmes of study of close or related content reflecting the common theoretical and methodological foundations of the given area of study are prepared, approved, and implemented (*Attachment No. 3 of Act No. 111/1998 Sb., to regulate higher education institutions and to change and amend other laws (“the Higher Education Institutions Act”), and government decree no. 275/2016 Sb., on the areas of study in higher education, as authorised by sec. 44a (1) – (3) of the Higher Education Institutions Act*).
- (2.) An area of study is determined by key topics which are typical of and defining for it, and by the framework profile of a graduate.
- (3.) Professional knowledge, professional skills, and general competencies listed in the profile of a graduate from a programme of study (“the core knowledge and skills”) must be in compliance with the professional knowledge, skills, and other competencies set out in the framework profile of a graduate belonging to an area or areas of study.
- (4.) The core knowledge and skills are assessed through a state final examination; there must be a corresponding structure of relevant subjects (so-called core subjects – see paragraphs 9 and 10) and they should follow from the key topic(s) of the area(s) of study to which the programme of study belongs.
- (5.) The state final examination can be used to assess other core knowledge and skills which are not directly related to the key topics, however, they must correspond to the nature of the programme of study.
- (6.) A programme of study falls under a single area of study if the state final examinations, or, as the case may be the defence of a dissertation, are used to assess core knowledge or skills in the key topics belonging to one area of study (*section 44 (8) of the Higher Education Institutions Act*).
- (7.) A programme of study is a double curriculum programme of study if the state final examinations, or, as the case may be, the defence of a dissertation are used to assess the core knowledge or skills in the key topics belonging to multiple areas of study (*section 44 (8) of the Higher Education Institutions Act*). The proportion of the areas of study in instruction is expressed as a percentage.
- (8.) The assignment of a programme of study into (an) area(s) of study is important for:

- a) accreditation procedures, as by attaining the institutional accreditation for (a) given area(s) of study the CU is entitled to grant authorisation to implement programmes of study falling under the area(s) of study; and
- b) the determination of particular requirements and methodological recommendations specific to individual areas of study.

B. Programme of Study – Rules for Preparation of Curricula

Part B describes the fundamental rules for the preparation of curricula which are based on the Code of Study and Examination of Charles University in Prague, or rather, as of 1 October 2017, on the Code of Study and Examination of Charles University (“the CSE”), and they are further developed in the context of newly defined concepts and will be used to prepare curricula with specialisations and for double curriculum study.

Core Subjects

The Higher Education Institutions Act newly determines standards for accreditations, set out in Government Decree No. 274/2016 Sb., on standards for accreditations in higher education (“the Government Decree”) as a statutory duty. The Government Decree also determines a set of requirements for the accreditation, implementation, and content of programmes of study, and it served as the ground for Rector’s Directive No. 13/2019, Standards of University Study Programmes (“RD No. 13/2019”). A new concept which the Government Decree works with is “core subjects”. As these are a fundamental building block of curricula, in Part B we provide an elemental definition and explain the use of core subjects in the context of curricula at CU.

- (9.) A core subject is a compulsory or elective subject through the completion of which a student acquires the knowledge and/or skills which are essential for the acquisition of professional knowledge and/or skills listed in a graduate’s profile, and which correspond to, relate to, or condition the knowledge and/or skills assessed through a state final examination. Core subjects should correspond content-wise to the relevant area of study.
- (10.) A theoretical core subject of a programme of study (“the theoretical core subject”) is a core subject which relates to the theoretical and methodological basics of a relevant area of study through the completion of which a student acquires key knowledge essential for the acquisition of professional knowledge set out in a graduate’s profile, and which correspond to, relate to, or condition the knowledge assessed through a state final examination. Core subjects should correspond content-wise to the relevant area of study.
- (11.) The core subjects have guarantors who substantially participate in the instruction (*RD No. 13/2019*):
 - Theoretical core subjects of a bachelor’s programme of study are guaranteed by academics who have been appointed full professors or associate professors, or by academics with a scientific degree who reasonably participate in holding lectures.
 - Core subjects of a master’s programme of study are guaranteed by academics with a scientific degree who participate in their instruction thereof in the minimum extent of 20%.

- Theoretical core subjects of a master’s programme of study are guaranteed by academics who have been appointed full professors or associate professors in the field which corresponds to (an) area(s) of study within the framework of which the relevant programme of study is being implemented, or in a related field.

(12.) Core subjects should include most of the compulsory subjects and they can also involve elective subjects assigned in a curriculum to one or more groups (designated as a core group of elective subjects). A core group of elective subjects includes only distinctive elective subjects.

Credits

A substantial part of a curriculum is the distribution of credits allocated to individual subjects. Given that the number of credits for parts of a curricula play a substantial role in the detailed description, we provide the definitions of a credit and its application at CU, and we introduce concepts which will be used later in the text.

(13.) A credit represents the quantitative expression of study workload in a particular unit of study (*section 49 (1) of the Higher Education Institutions Act*). A typical form of credit system is the European Credit Transfer and Accumulation System (ECTS), in which the study workload of a student fluctuates between 1500 and 1800 hours per academic year, and one credit generally corresponds to 25 – 30 hours of study. The standard number of credits within ECTS is 60 times the standard length of study expressed in academic years.

Table 1

Length (type) of a SP	3-year SP (Bachelor’s)	2-year SP (Post-bachelor)	5-year SP (Master’s)	6-year SP (Master’s)
Standard number of credits	180	120	300	360

(14.) At CU, credits are only assigned to study subjects and they express the ratio between a student’s workload associated with the completion of the subjects and the total workload associated with the completion of all subjects determined by a particular curriculum (*Article 5 (5) of the CSE*).

(15.) The total number of credits for all compulsory subjects along with the minimum number of credits from all groups of elective subjects cannot exceed 90%¹ of the standard number of credits (referred to as “the determined number of credits”) (*Article 9 (10) of the CSE*).

Table 2

Length (type) of SP	3-year SP (Bachelor’s)	2-year SP (Post-bachelor)	5-year SP (Master’s)	6-year SP (Master’s)
Determined number of	162	108	270	324

¹ 95% in specific cases of programmes of study immediately leading to the exercise of regulated professions.

credits				
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Note: for the purposes of this document, the determined number of credits is set out uniformly and it also applies to programmes for which the number of credits for compulsory and elective subjects cannot exceed 95% of the standard number of credits, with the exception of teachers' programmes of study within double curriculum study.²

Curricula – General Part

The following description of a curriculum puts the above introduced concepts into the context of the existing rules of study at CU and it is essential in terms of the structure of curricula in Parts C and D.

- (16.) A programme of study includes separate curricula for full-time study and part-time study, or, as the case may be, for the distance learning form of study. A programme of study can include other separate curricula, e.g., for specialisations (see Part C) or for double curriculum study (see Part D).
- (17.) Curricula determine:
- compulsory subjects;
 - compulsory subjects, or a group of elective subjects, aimed at the preparation of a final thesis where the defence of a final thesis is a part of the final state examination;
 - elective subjects and their assignment into one or more groups;
 - compulsory or elective core subjects and among them theoretical core subjects;
 - the link between the subjects in accordance to Article 7 (5) of CSE;
 - the distribution of credits in individual units of curriculum (e.g., minimum numbers of credits for a group of elective subjects, for specialisations, and the like);
 - the content and scope of (a) part(s) of the state final examination.
- (18.) A number of credits for compulsory subjects along with a minimum number of credits for core groups of elective subjects must not exceed 50% of the standard number of credits, taking account of the area of study and the characteristics of a programme of study.

Table 3

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)	5-year SP (Master's)	6-year SP (Master's)
Credits for the core subjects – min. 50%	91	61	151	181

A detailed structure of a curriculum and brief rules for its preparation are set out in a guideline of CU.

² See paragraph 60.

C. Programme of Study with Specialisations

Part C defines in more detail the structure of specialisations and it newly allows that a specialisation not be determined solely by a group of elective subjects but also by compulsory subjects, and that it have its own curriculum.

- (19.) A specialisation is a form of study in a programme of study which allows that a student also acquires specific, comprehensive core knowledge and skills according to his/her choice in addition to the common basics of the programme of study.
- (20.) Each specialisation has its own curriculum which includes a common part which is the same for all specialisations in a programme of study, as well as a specific part which characterises the given specialisation (termed as a “specialisation part of a curriculum”).
- (21.) The content orientation of a specialisation must be reflected in the content of the state final examination and in the profile of a graduate of the programme of study, which, in addition to the common part, describes specific distinctive knowledge and skills of the given specialisation. The content orientation of a specialisation should correspond to the relevant area(s) of study.
- (22.) The common part of a curriculum is composed of compulsory subjects or, as the case may be, elective subjects and compulsory subjects connected with the preparation of a final thesis. The structure of those common subjects is crucial for the determination of distinctive knowledge and skills, therefore, the core subjects of the common part should constitute a corresponding portion of the curriculum.

Therefore, the number of credits for the common part of a curriculum should be at least 50% of the determined number of credits; a lower proportion of credits must be justified and at the same time the unifying principle of the programme of study must be preserved.

Table 4

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)	5-year SP (Master's)	6-year SP (Master's)
Determined number of credits	162	108	270	324
Credits of the common part of a curriculum	81	54	135	162

- (23.) Some subjects of the common part of a curriculum can be, if justified, replaced by other subjects in various specialisations (the so-called equivalence); in specific cases determined by the content of the programme of study (e.g., philological programmes of study), the equivalent subjects can fall under both the common part and the specialisation part of the curriculum.
- (24.) The specialisation part of a curriculum is composed of (a) group(s) of elective subjects and, as the case may be, compulsory subjects.

- (25.) Subjects of the specialisation part must include core subjects, or possibly (a) core group(s) of elective subjects.
- (26.) The structure of subjects of the specialisation part of a curriculum is crucial for the acquisition of significant and comprehensive distinctive knowledge and skills, rather than isolated specific knowledge and skills which can be acquired through elective or optional subjects. Individual specialisations within a programme of study should be clearly distinct.
- (27.) The aggregate of credits for compulsory subjects and the minimum number of credits for groups of elective subjects of the specialisation part should constitute at least 25% of the determined number of credits.

Table 5

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)	5-year SP (Master's)	6-year SP (Master's)
Determined number of credits	162	108	270	324
Minimum number of credits for a specialisation	40	27	67	81
Maximum number for a specialisation	81	54	135	162

- (28.) The state final examination is usually composed of:
- a) (a) part(s) within which the core knowledge and skills acquired in subjects of the common part of a curriculum (particularly core subjects) are assessed;
 - b) (a) part(s) or topics within which the core knowledge and skills acquired in the specialisation part of a curriculum (particularly core subjects) are assessed.
- (29.) The name of a specialisation is given in a supplement to a diploma (along with the list of completed subjects) and as additional information in the university diploma (not as the part of the name of a programme of study):
- ... the "Geology" programme of study
with a specialisation in "Mineralogy and crystallography".

A detailed structure of a curriculum with specialisations and brief rules for its preparation are set out in a guideline of CU.

D. Double Curriculum Programmes of Study

The essence of double curriculum study is that, under the Higher Education Institutions Act, it is possible for a student to study a combination of two fields of study within one programme of study, rather than having to do two programmes of study. A key specific element of the double curriculum study is thus the emphasis on the fact that a student studies only in one programme of study and has no formal relation to another programme of study. The basic structure of the double curriculum study is based on a methodical document of the NAB –“Recommended procedures for the preparation of programmes of study” (“the methodical document of the NAB”), but it differs from it primarily in that it assumes that both “subject-area components” of study are equivalent in essence.

- (30.) Double curriculum study is a form of study which makes it possible for a student to acquire comprehensive core knowledge and skills in two programmes of study. The student enrolls in one programme of study in which he/she studies under the main curriculum (referred to as the major curriculum), which is supplemented by the other part which falls under another programme of study (referred to as the minor curriculum). The state final examination is then used to assess the core knowledge and skills in both “components of study”; the topic of the final thesis should relate to the programme of study in which the student is enrolled (“the studied programme of study”).
- (31.) A programme of study for double curriculum study usually contains between one and three types of curricula: a curriculum for an independent programme of study (called the full curriculum), a major curriculum, and a minor curriculum. The programme of study cannot include only a minor curriculum.
- (32.) The terms major and minor are taken from the methodical material of NAB and they do not relate to the importance of the curricula.
- (33.) For the purposes of double curriculum study, the full curriculum is divided into the general part common for the entire faculty, or required within the framework of an area of study (e.g., faculty basics, pedagogical-psychological-didactic part in teachers’ study, and the like), subjects aimed at the preparation of the final thesis, and the subject-area part specific to the given programme of study.
- (34.) A profile of a graduate from a programme of study includes, in addition to the core knowledge and skills of the full curriculum, complementary information reflecting the fact that some specific core professional knowledge and skills depend on the study under the major curriculum and on the graduate’s profile under the minor curriculum of another programme of study.

* * * * *

- (35.) Major curriculum includes:

- the general part of a curriculum, compulsory subjects, or elective subjects aimed at the preparation of a final thesis, if the defence thereof is a part of the state final examination;
- the subject-area part of a curriculum; and

- a proportionate (usually half) number of credits left to a student's choice.

Note: "credits left to a student's choice" mean the minimum number of credits left by the curriculum (Article 9 (10) of the CSE) for optional subjects completed beyond the prescribed minimum number of credits for individual groups of elective subjects.

- (36.) Core knowledge and skills acquired in subjects of the major curriculum cannot substantially differ from the core knowledge and skills acquired under the full curriculum (if it exists), and at the same time there must be sufficient space for the minor curriculum so that the structure of added subjects could also lead to the acquisition of comprehensive core knowledge and skills which correspond to another programme of study.
- (37.) The major curriculum should include theoretical core subjects of the full curriculum and a major part of core subjects.
- (38.) The aggregate of credits for compulsory subjects along with the minimum number of credits from (a) group(s) of elective subjects of the major curriculum should be at least 50% and not exceed 67% (i.e., 2/3) of the determined number of credits.³

Table 6

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)
Determined number of credits	162	108
Minimum number of credits for the major curriculum	81	54
Maximum number of credits for the major curriculum	108	72

- (39.) The ratio of credits in double curriculum study should be set out so that the number of credits attained for subjects of a subject-area part of the major curriculum is equivalent or nearly equivalent to the number of credits obtained for subjects of the minor curriculum.

The aggregate of credits for:

- the general part of the major curriculum
- + (a) subject(s) aimed at the preparation of a final thesis
- + subject-area part of the major curriculum
- + the minor curriculum cannot exceed 90% (or 95%⁴) of the standard number of credits.

Credits left to a student's choice are evenly distributed between the major curriculum and the minor curriculum.

³ For teachers' programmes of study the ratios are set out differently – see paragraph 60.

⁴ In specific cases of programmes of study immediately leading to the exercise of a regulated profession.

Table 7

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)
Standard number of credits	180	120
Minimum number of credits for the major curriculum	$81 + 9^5$	$54 + 6^3$
Maximum number of credits for the minor curriculum max.	$108 + 9^3$	$72 + 6^3$

(40.) The state final examination for double curriculum study consists of:

- the defence of a final thesis: the topic of the final thesis should correspond to the studied programme of study; the dean can, based on a student's application consented to by the guarantor of the programme of study and in justified cases, allow that a topic which content-wise corresponds to the minor curriculum be approved for the student;
- one or more parts, or one or more topics, through which the core knowledge and skills acquired from the major curriculum are assessed if the core subjects are a part of the general part;
- one or more parts through which the core knowledge and skills acquired from the subject-area part of the major curriculum are assessed;
- one or more parts through which the core knowledge and skills from the minor curriculum of another programme of study are assessed.

A part or parts of the state final examination which relate to the subject-area part of the major curriculum should be comparable in scope and demands on the students' preparation to a part or parts of the state final examination relating to the minor curriculum.

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(41.) **Minor curriculum** includes:

- subject-area part of the curriculum;
- proportionate (usually half) number of credits left to a student's choice.

(42.) The minor curriculum must allow the acquisition of comprehensive core professional knowledge and skills from the full curriculum which are comparable to the professional part of the major curriculum.

(43.) The minor curriculum should include the main theoretical core subjects of the major curriculum (or the full curriculum if the major curriculum is not a part of a programme of study), and a significant portion of core subjects of the major curriculum (or the full curriculum) which will

⁵ These are credits left to a student's choice.

be assessed in the studied programme of study through at least one part of the state final examination.

- (44.) The minor curriculum serves to complement the major curriculum of the studied programme of study and the study cannot be carried out under it in a programme of study in which the minor curriculum is accredited⁶.
- (45.) The aggregate of the number of credits in the minor curriculum for the compulsory subjects along with the minimum number of credits for (a) group(s) of elective subjects should not exceed 50% and not be less than 33% (i.e., 1/3) of the determined number of credits.⁷

Table 8

Length (type) of SP	3-year SP (Bachelor's)	2-year SP (Post-bachelor)
Determined number of credits	162	108
Maximum number of credits for the minor curriculum	81	54
Minimum number of credits for the minor curriculum	54	36

- (46.) Information regarding the minor curriculum is given in the supplement to the diploma as an additional information in the university diploma (however, not as a part of the name of the studied programme of study):

... a bachelor's programme of study in "History"
with a minor in "Philosophy".

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- (47.) In the specific implementation of the double curriculum study study, a student is always the student in the programme of study in which he/she studies under the major curriculum. The student is admitted to the programme of study, is enrolled therein, and the name of the programme of study is indicated in the diploma and the supplement to the diploma. Any potential "change" of the major programme of study and the minor programme of study is only possible through the admission procedure.
- (48.) A programme of study in double curriculum study can be implemented providing that there is another programme of study with a compatible minor curriculum accredited at CU, i.e., the number of credits for the minor curriculum of another programme of study along with the number of credits for the major curriculum of the studied programme of study allows the obtainment of the standard number of credits.

⁶ For the purposes of this document, the term "accredited programme of study" includes also a programme of study implemented within the framework of the institutional accreditation for (an) area(s) of study.

⁷ The ratios are set out differently for teachers' programmes of study – see paragraph 60.

- (49.) In justified cases, a programme of study can allow certain variation in a minor curriculum providing that the stipulated conditions are met so that greater compatibility of various programmes of study and greater permeability of study (e.g., in interfaculty study) is made possible.
- (50.) The major curriculum, as well as the minor curriculum, can be designed as curricula with specialisations. However, it is necessary to observe stipulated rules for the structure of the major curriculum and minor curriculum in double curriculum study, and at the same time to abide by fundamental rules for curricula with specialisations in paragraphs 26 – 28. A separated curriculum for each specialisation in double curriculum study is prepared.

Information on the minor curriculum along with a specialisation will be indicated as additional information in the university diploma (however, not as a part of the name of the programme of study):

“...a bachelor’s programme of study in “History”

with a specialisation in “Czech History” with a minor in “Philosophy”, or

with a minor in “Philology” with a specialisation in “German language”.

Table 9

Length (type) of SP	3-year SP (Bachelor’s)	2-year SP (Post-bachelor)
Determined number of credits	162	108
Minimum number of credits for the major curriculum	81	54
Maximum number of credits for the major curriculum	108	72
Maximum number of credits for the minor curriculum	81	54
Minimum number of credits for the minor curriculum	54	36
Minimum number of credits for a specialisation	40	27

The detailed structure of a curriculum of double curriculum study and brief rules for the preparation thereof are set out in the methodical guideline of CU.

The structure of a curriculum for double curriculum study with specialisations is given in the methodical guideline of CU.

E. Programmes of Study Aimed at the Education and Training of Teachers

Part E defines more precisely programmes of study aimed at the preparation for teaching professions and at education in relation to the above concepts. The aim should be to unify the form of “teacher” studies as much as possible to increase the inter-faculty permeability of studies and to facilitate inter-faculty study.

- (51.) Programmes of study aimed at the preparation of teachers are programmes of study leading to the execution of a regulated profession. These programmes of study are particularly programmes of study aimed at the preparation for the profession of: a) kindergarten teacher, b) elementary school teacher (grades 1-5), c) lower secondary school teacher (grades 6-9 of elementary school), and d) secondary school teacher.
- (52.) Bachelor’s programmes of study “aimed at education” prepare for study in post-bachelor programmes of study; their names thus cannot contain the term “teaching”.
- (53.) Programmes of study aimed at education and preparation of teachers comprise:
- a subject-area – didactical part;
 - a pedagogical – psychological – (general) didactical part;
 - a subject-area (teaching specialisation) part;
 - an intended practicum; and
 - (a) compulsory subject(s) aimed at the preparation of a final thesis.
- The shares of these parts along with their distribution within bachelor’s and post-bachelor’s study are set out in the standards of the relevant approving body (the Ministry of Education, Youth and Sports).
- (54.) In assessing proposals for post-bachelor programmes of study it is essential that the conditions of continuity with the previously completed bachelor’s programme of study be met which indicate whether graduates are adequately prepared for a teaching profession. It is therefore necessary to consider the overall view of the curricula of both types of programmes of study. For this reason, it is essential to formulate in a proposal for a post-bachelor programme of study additional conditions for the admission to study (i.e., requirements concerning the relatedness of the SP, the number of credits, certain core knowledge and skills acquired in the bachelor’s study, etc.), and to indicate the bachelor’s programmes of study on which the design of the curricula of the post-bachelor programmes of study is based.
- (55.) Programmes of study aimed at education and the preparation for a profession of a teacher are double curriculum programmes of study, i.e., they fall under the area of study of teaching (subjects of the pedagogical – psychological – didactical part) and under the relevant professional area of study (subjects of the teaching specialisation part, subject-area – didactical part, and intended practicum).
- (56.) Study in the programmes of study aimed at education and the preparation for a teaching profession is usually designed as double curriculum study according to the principles given in

Part D, except the distribution of credits which follows Table 10⁸, or, as the case may be as studies in a programme of study with a curriculum containing two strictly given subject-area (teaching specialisation) parts.

(57.) The major curriculum of the studies programme of study includes:

- in the subject-area part:
 - a teaching specialisation part;
 - a subject-area – didactical part; and
 - the intended practicum in the first teaching specialisation;
- in the general part:
 - a pedagogical – psychological – didactical part;
 - a university / faculty part; and
 - subjects aimed at the preparation of a final thesis.

(58.) The minor curriculum includes:

- a subject-area (teaching specialisation) part;
- a subject-area – didactical part; and
- the intended practicum in the other teaching specialisation.

(59.) In a programme of study aimed at education and the preparation of a teaching profession, the full curriculum is typically included if it is possible to study a single teaching specialisation within the programme of study separately.

(60.) The division of individual parts of curricula, including the distribution of credits, is set out in the Rules for the Preparation of Teaching Programmes of Study at CU (Table 10).

Table 10

⁸ See paragraph 60.

Rules for the Preparation of Teaching Programmes of Study at CU							
UNIVERSITY RANGE OF CREDITS							
Components	Professional Preparation Component	Number of credits in bachelor's programmes (maximum number of credits for compulsory and elective subjects: 171)		Number of credits in post-bachelor programmes (maximum number of credits for compulsory and elective subjects: 114)		Aggregate of credits (Bc + post-Bc)	Ministry of Education, Youth and sports
		Major (subject-area 1)	Minor (subject-area 2)	Major (subject-area 1)	Minor (subject-area 2)		
1	Teaching propaedeutics a) Pedagogy, psychology, general didactics, etc.	min. 10		min. 14		min. 24	24
	b) Subject-area didactics	min. 4	min. 4	min. 8	min. 8	min. 24	24
	c) ICT, foreign language in relation to education, university basics, and the like	1)		1)		1)	
Subtotal for component 1		min. 22	min. 4	min. 26	min. 8	min. 60	60
2	Subject-area 1 (corresponds to the major curriculum)	min. 59		min. 16		min. 75	75
	Subject-area 2 (corresponds to the minor curriculum)		min. 59		min. 16	min. 75	75
3	Practical training (total of all training within the programme of study)	min. 2	min. 2	min. 10	min. 10	min. 24	24
4	Preparation of final thesis	min. 5		min. 10		min. 15	15
Total of compulsory and elective subjects		min. 88 ²⁾ max. 100	min. 65 ²⁾ max. 71	min. 62 ²⁾ max. 75	min. 38 ³⁾ max. 39	min. 253 max. 285	
Credits of student's choice (min. 5%)		min. 5	min. 4	min. 3	min. 3	min. 15	
Total		180		120		300	

- 1) For 1c component, there is no universal minimum determined (a foreign language, IT, university basics, etc.). At the same time there is a universal minimum determined for the sub-total for component 1, which is, in the major curriculum, higher than mere sum of components 1a and 1b.
- 2) The total minimum number of credits is given by minimum numbers for individual components, and it corresponds to the limits set out for the major and minor curricula of double curriculum studies, which is computed differently in teachers' studies (2/3 + 1/3 of 95% of credits prescribed for compulsory and elective subjects – Article 9 (10) of the CSE.
- 3) This is not a mere total of minimum numbers but is higher.

The detailed structure of a curriculum and brief rules for its preparation are set out in a methodical guideline of CU.

The university range of credits is mandatory primarily for the preparation of major and minor curricula for the purposes of combinability with a curriculum of another programme of study.