



IBCM Programme Handbook

Public Administration, BA
Academic Year 2025-26

<i>Program Overview</i>	
<i>Name of the institution</i>	Public International Business College Mitrovica (IBCM)
<i>Faculty/Department</i>	Faculty of Social Sciences
<i>Main Campus or Branch</i>	Riverside Campus
<i>Name of the study program</i>	Public Administration, BA
<i>Person responsible</i>	Prof. Asst. Labinot Hajdari
<i>NQF Qualification Level</i>	Level 6
<i>Academic degree conferred</i>	Bachelor of Arts in Public Administration
<i>ECTS</i>	180
<i>Erasmus Code</i>	14.9
<i>Type of study</i>	Full-time
<i>Minimum duration of study</i>	3 years
<i>Permanent staff</i>	Prof. Asst. Labinot Hajdari Prof. Asst. Judita Krasniqi Prof. Asst. Ruzhdi Halili Lect. Flamur Abazaj

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1.0 Module overviews for the programmes

<i>Bachelor of Arts in Public Administration</i>		
<i>Semester 1</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Intro to Public Administration</i>	<i>5</i>
<i>M</i>	<i>Intro to EU</i>	<i>5</i>
<i>M</i>	<i>Professional Communication</i>	<i>5</i>
<i>M</i>	<i>Organizational Behavior</i>	<i>5</i>
<i>M</i>	<i>Introductory Math and Statistics</i>	<i>5</i>
<i>M</i>	<i>Academic English</i>	<i>5</i>
<i>Semester 2</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Statistics</i>	<i>6</i>
<i>M</i>	<i>Quantitative Research Methods</i>	<i>5</i>
<i>M</i>	<i>Administrative and Public Sector Legislation</i>	<i>5</i>
<i>M</i>	<i>Human Development</i>	<i>5</i>
<i>M</i>	<i>Semester Project</i>	<i>4</i>
<i>E</i>	<ul style="list-style-type: none"> <i>Digital Governance</i> <i>Environmental Policy and Sustainability</i> <i>Social Policy and Welfare Systems</i> 	<i>5</i>
<i>Semester 3</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Public Policy Development and Analysis</i>	<i>5</i>
<i>M</i>	<i>Qualitative Research Methods</i>	<i>5</i>
<i>M</i>	<i>Human Rights and Administration</i>	<i>5</i>
<i>M</i>	<i>Organization of Public Administration</i>	<i>5</i>
<i>M</i>	<i>Local Governance</i>	<i>5</i>
<i>E</i>	<ul style="list-style-type: none"> <i>Crisis and Disaster Management</i> <i>Ethics and Accountability</i> <i>Public Business and Corporate Law</i> <i>Contract Management</i> <i>Urban Governance and Development</i> 	<i>5</i>
<i>Semester 4</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Public Finance Management</i>	<i>5</i>
<i>M</i>	<i>Human Resource Management</i>	<i>5</i>
<i>M</i>	<i>Intercultural Communication and PR</i>	<i>5</i>
<i>M</i>	<i>Comparative Public Policy</i>	<i>5</i>
<i>M</i>	<i>Work Ethics in Public Administration</i>	<i>5</i>
<i>M</i>	<i>College Wide Semester Project</i>	<i>5</i>
<i>Semester 5</i>		

<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Project Management</i>	<i>5</i>
<i>M</i>	<i>E-Governance</i>	<i>5</i>
<i>M</i>	<i>Non-Profit Sector and Society</i>	<i>5</i>
<i>M</i>	<i>Gender Studies</i>	<i>5</i>
<i>E</i>	<ul style="list-style-type: none"><i>Negotiation and Conflict Resolution</i><i>Public Sector Innovation</i><i>Financial Management and Budgeting</i><i>Public-Private Partnerships</i><i>Advanced Research Methods in Public Administration</i>	<i>5</i>
<i>E</i>		<i>5</i>
<i>Semester 6</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Public Sector Leadership</i>	<i>5</i>
<i>M</i>	<i>Innovation and Change Management</i>	<i>5</i>
<i>M</i>	<i>BA Thesis</i>	<i>10</i>
<i>M</i>	<i>Internship</i>	<i>10</i>

2.0 Profile and Learning outcomes

The Public Administration program at IBCM is a comprehensive six-semester BA program designed to prepare students for diverse roles across the public and civil society sectors. The curriculum emphasizes both theoretical foundations and practical skills essential for effective governance, policy analysis, organizational management, and community engagement, equipping graduates to address the challenges of modern public administration and civil society management.

2.1 Programme Objectives and Learning Outcomes

Programme Objectives and Learning Outcomes

The objectives of the degree programme in Public Administration are as follows:

1. **Develop Competency in Public Administration:** Equip students with core competencies in governance, public policy analysis, and organizational management, emphasizing both theoretical knowledge and practical applications.
2. **Promote Ethical Leadership and Accountability:** Instill strong ethical standards in managing public resources, fostering transparency and accountability across public sectors.
3. **Enhance Adaptability to Global Public Service and Community Challenges:** Prepare graduates for dynamic and evolving international environments by exposing them to global public administration practices and standards, as well as work with community through civil society.

4. **Build Research and Analytical Skills:** Foster research-based skills, particularly in data analysis, project management, and evaluation, to enable evidence-based decision-making within the public and civil society sector.

Based on these objectives the program will also focus on the following learning outcomes based on concepts of Blooms Taxonomy and Webb's DoK (Depth of Knowledge):

Knowledge

1. Demonstrate Foundational Understanding of Public Administration (Bloom: Understand, DoK: Level 2)
 - a. Explain core principles and theoretical frameworks in public governance, policy analysis, and organizational management.
 - b. Identify and describe the functions of various public administration systems, emphasizing the application of theory in public service contexts.
2. Analyze Ethical Standards in Public Resource Management (Bloom: Analyze, DoK: Level 3)
 - a. Distinguish between ethical standards and accountability mechanisms across different public sectors.
 - b. Evaluate the importance of transparency and accountability in fostering public trust, applying ethical frameworks to case studies.
3. Interpret Global Public Service and Civil Society Practices (Bloom: Apply, DoK: Level 3)
 - a. Examine the impact of international standards and best practices on local public administration and civil society, demonstrating adaptability in understanding evolving global challenges.
 - b. Compare global and local public service practices and explain how they influence policymaking and governance.
4. Apply Research Methodologies to Public Sector and Civil Society Challenges (Bloom: Apply, DoK: Level 3)
 - a. Use foundational knowledge of quantitative and qualitative research to identify relevant methodologies for addressing public administration and civil society questions.
 - b. Explain the role of data collection, analysis, and evidence-based research in supporting decision-making within public administration.

Skills

1. Develop and Critique Public Policies (Bloom: Create, DoK: Level 4)
 - a. Create structured policy analyses and propose solutions addressing governance and organizational issues in public management.
 - b. Critique existing policies by synthesizing information from diverse sources and drawing evidence-based conclusions.
2. Apply Ethical Frameworks to Decision-Making (Bloom: Apply, DoK: Level 3)
 - a. Implement ethical decision-making models and accountability practices when managing public and private resources.

- b. Justify decisions and actions by referencing ethical standards and demonstrating transparency in resource allocation.
- 3. Adapt Global Public Administration Strategies to Local Contexts (Bloom: Apply, DoK: Level 3)
 - a. Employ strategies from international public service models to address local governance issues.
 - b. Demonstrate adaptability by adjusting approaches based on cultural, social, and policy differences between global and local contexts.
- 4. Execute Research and Data Analysis for Evidence-Based Solutions (Bloom: Apply, DoK: Level 4)
 - a. Design and carry out research projects, applying suitable quantitative or qualitative methods to public sector inquiries.
 - b. Synthesize data to create evidence-based recommendations that support policy and program evaluation.

Competences

- 1. Strategically Address Complex Public Sector and Civil Society Challenges (Bloom: Create, DoK: Level 4)
 - a. Formulate strategic approaches integrating public management theory and practical application to address multi-dimensional public sector and civil society challenges.
 - b. Design initiatives or programs that reflect comprehensive understanding and innovative thinking in solving public governance issues.
- 2. Exhibit Ethical Leadership in Public Service (Bloom: Evaluate, DoK: Level 4)
 - a. Model ethical leadership by fostering accountability, transparency, and a commitment to public interest.
 - b. Assess the ethical dimensions of policies or organizational practices and advocate for decisions aligned with public service values.
- 3. Operate Competently in International and Multicultural Environments (Bloom: Apply, DoK: Level 3)
 - a. Demonstrate proficiency in international public administration practices, adapting to diverse environments with cultural sensitivity.
 - b. Evaluate and integrate global public administration trends and approaches, applying them in cross-cultural settings.
- 4. Implement Evidence-Based Decision-Making in Policy and Program Development (Bloom: Create, DoK: Level 4)
 - a. Use research findings and critical analysis to create policies or programs that address specific public sector issues.
 - b. Design decision-making processes grounded in data-driven insights, ensuring policies are well-supported by empirical evidence.

2.2 Knowledge and Competencies Developed

Students develop a broad understanding of social, democratic, and economic concepts integral to public administration and civil society initiatives, including poverty reduction, community development, welfare, social inclusion, and identity. The program provides in-depth knowledge of public and civil society management theory and principles, such as public-private partnerships, macroeconomics, and democratic norms and values. Students are trained to design, conduct, and evaluate research projects, equipping them to assess public needs and implement citizen-centered services. The curriculum emphasizes an inclusive, participatory approach to public service, preparing students to engage citizens actively in decision-making and to promote democratic values.

2.3 Analytical Skills and Practical Applications

Graduates are proficient in performing literature reviews, analyzing comparative data, and using evidence-based approaches to recommend solutions for community and societal challenges. The program trains students to work with key databases like EUROSTAT, the United Nations, and national statistical institutes, and to apply tools for problem analysis, such as stakeholder analysis, SWOT analysis, fishbone diagrams, and project cycle management.

Following IBCM's motto, From Theory to Practice, students engage in practical exercises, case studies, and field visits to public institutions and civil society organizations. This includes experiences with institutions such as the Kosovo Police, OSCE, local government offices, and NGOs working in community development and other fields. Through these applied experiences, graduates develop communication, presentation, and problem-solving skills essential for effective engagement with both public and civil society stakeholders.

2.4 Future Public and Civil Society Leaders

Graduates of the Public Administration program are prepared to become key contributors across all levels of government and civil society. Equipped with the knowledge, skills, and ethical grounding needed to address pressing social issues, they are well-suited to lead efforts in public administration and to support community democratization, social justice, and sustainable development initiatives. By fostering a balanced understanding of both public governance and community engagement, the program positions graduates as valuable assets for collaborative, cross-sector initiatives.

2.5 Professional Qualifications and Career Readiness

Upon completing the BA in Public Administration, graduates are qualified to undertake complex, development-oriented roles within public administration, civil society, and collaborative cross-sector environments. They are equipped to manage a wide range of functions, from public sector services to community-led projects in NGOs, social enterprises, and other civil society organizations. Graduates have a comprehensive understanding of theory and practice in public and civil society management and are capable of handling complex challenges in ways that benefit both sectors. They are prepared to

collaborate within interdisciplinary teams, engage with diverse communities, assume responsibility within ethical frameworks, and continuously build on their professional competencies.


Through this program, IBCM equips students with the expertise and adaptability needed to make meaningful contributions in an increasingly interconnected and diverse society, enabling them to lead positive change within public administration and civil society alike.

3.0 Pedagogical concept

The pedagogical concept of the Public Administration study programme was developed in a way to ensure the realization of the IBCM motto: “*From theory to practice*”. With this concept students gain both explicit and tacit knowledge through a combination of theory and practice. Explicit knowledge is the knowledge that is transferred and gained by articulation, can be explained in words and can be learned by listening and/or reading. Tacit knowledge is the knowledge that can be gained only through applying and practical involvement.

Thus, the pedagogical concept puts the students into four different aspects of learning: Conceptualization, Experimentation, Experience and Reflection. This is not a linear process. The students can have a combination of the different aspects at any time. The pedagogical concept can be visualized as follows:

	Explicit knowledge	Tacit knowledge
Theory	Conceptualization	Experimentation
Practice	Reflection	Experience



Conceptualization (in-class learning) – is an aspect of learning, where theoretical a basis is created by transferring theoretical knowledge to students, which acquire it by reading or listening. Theoretical knowledge could be definitions, concepts, theories, models, rules, descriptions, etc.

Conceptualization at IBCM happens through:

Lessons – Teacher lecturing;

- Students teaching – assigned students teaching other students (in groups);
- Exercises in every class – In general every class should have around 20-40% of exercise activities related to theories;
- Real life examples provided by students in every subject - students are tasked to find real life examples during the class (using all available resources, ex: Internet), related to the theories presented in class, and analyze them;
- Guest speakers – Speakers presenting their real-life experiences and issues related to the theories;
- Field trips – Students are observing real life situations related to theories.

Experimentation (in-lab learning) – is working with real life problems in a controlled environment without communicating with the outside world.

Experimentation at IBCM happens through:

- Real life cases in all teaching;

- Group work and individual oral presentations.

Experience (in-field learning) – is working with theoretical knowledge in the real-world environment.

Experience at IBCM happens through:

- Guest speakers presenting real life problems to be solved by students;
- Field work and research;
- Semester projects;
- Trial exams.

Reflection (competence gaining) – Means linking recent knowledge and experiences to earlier ones to promote a more complex and interrelated mental schema. It takes into consideration all the learning achieved through conceptualization, experimentation and experience and interrelates them. Reflection is the learning aspect where the student independently can solve real world problems related to the profession. This means that the student can understand and discuss why specific tools are relevant to solve a specific problem.

Experience at IBCM happens through:

- In-class reflection exercises;
- Pre-exam tutorials;
- Final Bachelor thesis.

The Public Administration's bachelor's programme puts special emphasis on reflection, as the final goal of the learning process. The above-explained pedagogical concept is implemented using a combination of teaching/learning methods, such as problem-based learning, project-based learning, research-based learning, blended learning, reflective learning, and so on.

4.0 Degrees and double degrees

The bachelor's degree in public administration has a workload of 180 ECTS. It is a double degree programme by IBCM and the University College Lillebaelt (UCL) from Denmark.

The awarding of the double degree is based on the Danish Act 684. UCL can award double degrees to graduates of the IBCM study programmes because the IBCM and the UCL study programmes have aligned learning outcomes.

4.1 Fraud in examinations and plagiarism

Attempting to influence examination results by using non-permitted aids or by fraud will lead to a failing of the respective examination. Permitted aids are specified on the exam paper of every individual exam. Fraud is indicated with the assessment fail in pass/fail exams. Cases of fraud in examinations and plagiarism are generally referred to the academic council and reviewed based on the current institutional policies and regulations at the IBCM.

4.2 Appeal to examination result

A student can appeal his/her examination result based on the Study Rules and Regulations, which are reviewed and published on a continuous basis by the Academic Council and actions are taking according to the situation and the regulations/policies in force at IBCM.

4.0 Curriculum description and syllabuses

4.1 1st Semester

In the first semester of the Public Administration program, students are introduced to the foundational concepts and skills necessary for success in public administration. This semester emphasizes building a strong understanding of public service principles, the role of governance, and key social, political, and organizational dynamics within public administration. Courses like Introduction to Public Administration provide an overview of the field, introducing students to the structures, functions, and responsibilities of public administration, while Introduction to the EU offers essential context on the political and administrative frameworks that influence public policy and governance, particularly in a European context.

The first semester also emphasizes the development of core professional skills that will support students throughout their studies and careers. Professional Communication is designed to enhance students' communication abilities, focusing on effective writing, speaking, and interpersonal skills that are essential for interacting within public institutions and civil society organizations. Organizational Behavior introduces students to key principles of human dynamics in organizational settings, providing insights into motivation, teamwork, and leadership that are critical for managing public service teams and projects effectively.

Additionally, students begin to build quantitative and analytical skills through Introductory Math and Statistics and Academic English courses. These courses equip students with the technical tools needed for data analysis and evidence-based decision-making, along with academic skills in research, critical reading, and clear, structured writing. Overall, the first semester lays a comprehensive foundation that combines theoretical knowledge with essential practical skills, preparing students for more specialized coursework and complex topics in later semesters.

Syllabuses:

<i>Semester 1</i>		
<i>M/E</i>	<i>Subject</i>	<i>ECTS</i>
<i>M</i>	<i>Intro to Public Administration</i>	<i>5</i>
<i>M</i>	<i>Intro to EU</i>	<i>5</i>
<i>M</i>	<i>Professional Communication</i>	<i>5</i>
<i>M</i>	<i>Organizational Behavior</i>	<i>5</i>
<i>M</i>	<i>Introductory Math and Statistics</i>	<i>5</i>
<i>M</i>	<i>Academic English</i>	<i>5</i>

General Course Information	
Course name:	Introduction to Public Administration
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5
Semester and Year:	1 st Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmnitrovica.eu
Preferred Method of Contact:	Email
Office hours:	N/A
Course Description	
Course overview:	The Introduction to Public Administration course offers a comprehensive overview of the principles, practices, and challenges in managing public service organizations. It covers the foundational role of public service, organizational structures, core management concepts, and the interplay between public policy and administration. Key topics include ethical considerations, accountability mechanisms, and strategies for efficient service delivery. By integrating theoretical knowledge with practical skills, the course prepares students to address real-world issues in public administration, fostering their ability to enhance service quality and uphold ethical standards. Through various assessments, students will gain a solid foundation for advanced public administration studies and careers in public service.
Prerequisites:	N/A
Course learning outcomes:	Knowledge <ul style="list-style-type: none"> - Understand the foundations of public administration (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> o Describe core concepts in public administration, including the purpose, structure, and functions of public institutions. - Identify roles and responsibilities in public service (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> o Outline the roles of public service professionals, focusing on the ethical principles, accountability, and transparency required within the public sector.
	Skills <ul style="list-style-type: none"> - Analyze the structure and function of public organizations (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> o Assess how different levels of government and public institutions interact and collaborate to serve the public. - Apply basic principles of public administration to real-world examples (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> o Demonstrate understanding through case studies of public institutions, identifying effective strategies and challenges in public management.
	Competences <ul style="list-style-type: none"> - Develop a sense of ethical responsibility in public service (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> o Reflect on the importance of ethical behavior, transparency, and accountability in public service and articulate ways to uphold these values. - Demonstrate awareness of public service impact on society (Bloom:

	Evaluate, DoK: Level 4) <ul style="list-style-type: none">Recognize the role of public service in addressing societal needs, fostering democratic values, and maintaining public trust in government institutions.			
Learning outcomes verification:	<ul style="list-style-type: none">Students will give presentations on assigned topics, demonstrating their ability to communicate the gained knowledgeStudents will be assessed on their analytical skills and the practicality of their solutions related to Public AdministrationActive participation in class discussions will be encouraged and monitored.Final evaluation of students will be done as specified in the section on Evaluation.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students should aim to discuss to the Lecturer during class times or consultation hours. If need to speak to the Lecturer outside of consultation hours, email the Lecturer to schedule a meeting. Consultation hours: Every week after the Lectures.			
Main course themes and topics:	<ul style="list-style-type: none">Introduction to Public AdministrationManagement in Public ServicePublic Policy ImplementationEthical ConsiderationsEffective Service DeliveryPerformance ManagementInnovation in Public Service			
Instructional and Technology Information				
List of required textbooks and learning materials:	B. Guy Peters (Editor), Jon Pierre (Editor), Handbook of Public Administration. SAGE 2014. Tony Bovaird_ Elke L. Ffler - Public Management and Governance- Routledge, 2016.			
Additional textbooks and learning materials:	Official webpages of the institutions and services provided by the Kosovo Institutions. Official portal of EU on Enhancing the European Administrative Space (ComPAct) https://reform-support.ec.europa.eu/public-administration-and-governance-coordination/enhancing-european-administrative-space-compact_en OECD SIGMA Principles on Public Administration https://sigmaweb.org/publications/principles-public-administration.htm - - Relevant literature and reports as defined by the Lecturer.			
Citation format:	APA			
Technologies/software/pr ograms to be used:	MS Office Suite			
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Students analyze a public sector organization, identifying key functions and discussing challenges and best practices. Reflective Essay: Students reflect on the role of ethics and accountability in public service and discuss the importance of these values in fostering public			

	trust. In-Class Discussion: Interactive discussions on the role and responsibilities of public institutions, allowing students to apply their knowledge in real-world contexts.
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with presentation software or access to course materials.

General Course Information	
Course name:	Introduction to European Union
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5
Semester and Year:	1 st Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Besnik Fetahu
Contact information:	b.fetahu@ibcmmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	<p>This course is designed to provide students with an overview of the origins, evolution, and everlasting multidimensional impact of the European Union.</p> <p>This course intends to examine the historical circumstances of the establishment of the EU, the policy areas, and their actual results. The course is divided thematically into four broad sections:</p> <ol style="list-style-type: none"> 1) historical and theoretical underpinnings, 2) EU institutions, 3) day-to-day policymaking, and 4) the large debates facing the future of the European Union. <p>Through learning methods which include but are not limited to historical analysis, discussions, simulations, field visits, discourse analysis, case studies, and active discussions, students will gain a deeper understanding of the complex nature of the European Union as an organization, its importance as a holistic structure, but also the importance of its institutions separately. This course will examine the widening and deepening concept of the EU and the role of member states and the European Community in a broader context.</p>
Prerequisites:	N/A
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understand the historical and political foundations of the EU (Bloom: Understand, DoK: Level 2) <ol style="list-style-type: none"> a. Describe the key events and motivations behind European integration and the establishment of the European Union. 2. Identify the structure and roles of EU institutions (Bloom:

	Remember, DoK: Level 1) a. Outline the functions and responsibilities of the European Commission, European Parliament, European Council, and other EU bodies.			
	Skills 1. Analyze EU decision-making processes (Bloom: Analyze, DoK: Level 3) a. Examine the processes through which the EU formulates and implements policies, assessing the roles and interactions of various institutions. 2. Interpret key EU policies and their impact (Bloom: Apply, DoK: Level 3) a. Apply knowledge of EU policies to evaluate their effects on member states and neighboring countries, focusing on areas such as trade, environment, and human rights.			
	Competences 1. Demonstrate awareness of the EU’s role in global governance (Bloom: Evaluate, DoK: Level 4) a. Reflect on the EU’s influence in international affairs, including its relations with non-EU countries and its role in promoting global standards. 2. Develop an informed perspective on European integration (Bloom: Evaluate, DoK: Level 4) a. Critically assess the benefits, challenges, and future direction of the EU, considering political, social, and economic dimensions.			
Learning outcomes verification:	Outcomes will be verified through written assignments, case studies, in-class discussions, and a final exam.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, case studies, and through in-class discussions.			
Main course themes and topics:	1. Historical context and evolution of the European Union 2. Structure and roles of EU institutions 3. Decision-making processes within the EU 4. Key EU policies, including trade, environment, and human rights 5. EU’s relationships with non-member countries 6. Current challenges and future directions for the EU			
Instructional and Technology Information				
List of required textbooks and learning materials:	- LEUCHT, Brigitte; SEIDEL, Katja & WARLOUZET, Laurent, Reinventing Europe. The History of the European Union, 1945 to the present, London: Bloomsbury, 2023 - HOLMAN, Otto, Global Europe. The External Relations of the European Union, Amsterdam: Amsterdam University Press, 2019. - DUFF, Andrew, Constitutional Change in the European Union,			

	<p>Cham: Palgrave Macmillan, 2022.</p> <ul style="list-style-type: none"> - MCCORMICK, John, Understanding the European Union. A Concise Introduction, London: Bloomsbury Academic, 2022 [First edition published in 1999 by Palgrave]. - OLSEN, Jonathan, The European Union, Politics and Policies, 7th Edition, New York: Routledge, 2021. - SEGERS, Mathieu, The Origins of European Integration. The Pre-History of Today's European Union, 1937-1951, Cambridge: Cambridge University Press, 2023. VARIOUS, A Beginner's Guide to the European Union, London: UK in a Changing Europe, 2022. Full text: https://ukandeu.ac.uk/research-papers/abeginners-guide-to-the-european-union
Additional textbooks and learning materials:	<ul style="list-style-type: none"> - ZAHARIADIS, Nikolaos, & BUONANNO, Laurie, <i>The Routledge Handbook of European Public Policy</i>, London: Routledge, 2018 - Wadsworth, J., Dhingra, S., Ottaviano, G., and Van Reenen, J. (2016), 'Brexit and the impact of immigration on the UK', <i>Centre for Economic Performance</i>. https://cep.lse.ac.uk/pubs/download/brexit05.pdf - The main European Union home page: https://european-union.europa.eu/index_en - Historical Archives of the European Union: https://www.eui.eu/en/academic-units/historical-archives-of-the-europeanunion - The European Commission: https://commission.europa.eu/index_en - The European Parliament: https://www.europarl.europa.eu/portal/en - Delegation of the European Union to the USA: https://eeas.europa.eu/delegations/united-states-america_en/ - The Eurobarometer: https://www.europarl.europa.eu/at-your-service/en/beheard/eurobarometer - The Official Journal of the European Union: https://eur-lex.europa.eu/oj/direct-access.html
Citation format:	APA
Technologies/software/programs to be used:	MS Office Suite
Course Assignments and Assessments	
Assignments and descriptions:	<p>Active participation in class activities (20%)</p> <p>Course Assignment (30%)</p> <p>Final Exam (50%)</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with presentation software or access to online resources.

General Course Information	
Course name:	Professional Communication

Course number:				
Study Programme:	Public Administration, BA			
Number of ECTS:	5			
Semester and Year:	Semester 1, Year 1			
Class Status:	Mandatory			
Instructor Information				
Name and Last Name:	Flamur Abazaj			
Contact information:	f.abazaj@ibcmitrovica.eu			
Preferred Method of Contact:	Email			
Office hours:	As needed.			
Course Description				
Course overview:	Professional Communication equips students with foundational skills in effective communication, focusing on techniques and strategies for writing, speaking, and interpersonal interaction in professional settings. Emphasis is placed on clear and concise communication, adapting messages for diverse audiences, and using appropriate tone and style across various formats. This course prepares students to excel in written and oral communication within public service, fostering skills essential for engaging with colleagues, stakeholders, and the public.			
Prerequisites:	None.			
Course learning outcomes:	Knowledge			
	<div><div></div><div>1. Understand the fundamentals of effective written and oral communication, including message clarity, tone, and audience adaptation.</div><div>2. Recognize different professional communication formats (e.g., emails, reports, presentations) and their appropriate applications within public service.</div><div>3. Demonstrate knowledge of ethical communication principles and professional etiquette in public sector environments.</div></div>			
	Skills			
	<div><div></div><div>1. Compose well-structured and coherent professional documents (emails, reports, proposals) that meet the standards of public service.</div><div>2. Deliver clear, organized, and persuasive oral presentations to various audiences.</div><div>3. Apply active listening and interpersonal communication techniques to foster positive professional relationships and facilitate collaborative work environments.</div></div>			
	Competences			
	<div><div></div><div>1. Exhibit the ability to communicate complex information in a simple and accessible manner to a diverse audience, both within and outside of public administration.</div><div>2. Demonstrate adaptability in communication style to meet the needs of different audiences, showing cultural sensitivity and awareness.</div><div>3. Engage in continuous improvement of communication skills through self-reflection and incorporation of feedback.</div></div>			
Learning outcomes verification:	Learning outcomes will be verified through assignments, presentations, peer reviews, and instructor feedback.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30

	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ol style="list-style-type: none">1. Fundamentals of professional communication in public service2. Structuring and formatting written documents (emails, reports, memos)3. Public speaking and presentation skills4. Ethical considerations and professionalism in communication5. Active listening, interpersonal skills, and conflict resolution6. Cross-cultural and audience-centered communication techniques			
Instructional and Technology Information				
List of required textbooks and learning materials:	Adler, R. B., & Elmhorst, J. M. (2019). Communicating at work: Principles and practices for business and the professions. McGraw-Hill.			
Additional textbooks and learning materials:	Supplementary readings and case studies will be provided by the instructor.			
Citation format:	APA			
Technologies/software/pr ograms to be used:	Presentation software (e.g., PowerPoint, Google Slides) MS Office Word			
Course Assignments and Assessments				
Assignments and descriptions:	Written Communication Assignment: Develop a professional report or memo that demonstrates clarity, conciseness, and audience awareness. Oral Presentation: Deliver a structured, informative presentation to the class on a relevant topic. Reflective Self-Assessment: Students reflect on their communication strengths, areas for improvement, and personal goals in professional communication.			
Course Policies and Procedures				
Attendance policy:	70% mandatory attendance			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Organizational Behavior
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 hours)
Semester and Year:	1st Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Bujar Gallopeni
Contact information:	b.gallopeni@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Organizational Behavior introduces students to the fundamental principles

	of human behavior within organizational contexts, focusing on concepts like motivation, group dynamics, leadership, and organizational culture. This course provides a solid foundation for understanding how individuals and groups interact within public and civil sector organizations. By examining theories and practical applications, students develop insights into managing diverse teams, fostering positive work environments, and addressing workplace challenges effectively.			
Prerequisites:	None.			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand fundamental organizational behavior theories (Bloom: Understand, DoK: Level 2) <ol style="list-style-type: none"> Describe core concepts in motivation, group behavior, leadership styles, and organizational culture. Recognize the factors affecting organizational effectiveness (Bloom: Understand, DoK: Level 2) <ol style="list-style-type: none"> Identify elements such as communication, power dynamics, and decision-making processes that influence an organization's productivity and morale. 			
	Skills <ol style="list-style-type: none"> Analyze organizational challenges using behavioral theories (Bloom: Analyze, DoK: Level 3) <ol style="list-style-type: none"> Apply theoretical models to assess workplace situations and propose solutions to improve team dynamics and employee motivation. Develop communication strategies for diverse teams (Bloom: Apply, DoK: Level 3) <ol style="list-style-type: none"> Practice interpersonal skills that support effective team collaboration and conflict resolution, with an emphasis on cross-cultural environments. 			
	Competences <ol style="list-style-type: none"> Foster a collaborative organizational environment (Bloom: Create, DoK: Level 4) <ol style="list-style-type: none"> Demonstrate the ability to promote a positive work culture by applying principles of organizational behavior in team-based activities and discussions. Reflect on leadership styles and personal growth (Bloom: Evaluate, DoK: Level 4) <ol style="list-style-type: none"> Assess different leadership approaches, including one's own leadership potential, to cultivate a self-aware and adaptable approach to professional development. 			
Learning outcomes verification:	Learning outcomes will be verified through written assignments, case study analysis, group presentations, and class discussions.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, presentations, and during class discussions.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to organizational behavior and its relevance in public administration 			

	2. Motivation theories and their application in the workplace 3. Group behavior, team dynamics, and conflict resolution 4. Leadership styles, influence, and decision-making 5. Organizational culture and change management 6. Power structures, communication, and ethics within organizations
Instructional and Technology Information	
List of required textbooks and learning materials:	Robbins, S. P., & Judge, T. A. (2019). Organizational behavior (18th ed.). Pearson.
Additional textbooks and learning materials:	Supplementary readings, case studies, and articles will be provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Productivity Suit (like MS Office) and access to online course materials.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Students analyze a real-world organizational issue and apply relevant theories to propose solutions.</p> <p>Group Presentation: Students work in teams to research and present on a specific organizational behavior topic, demonstrating their understanding and application of concepts.</p> <p>Reflective Essay: Students write a reflective essay on their own experiences with group dynamics or leadership, connecting personal insights to course material.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students can contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Introductory Math and Statistics
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 hours)
Semester and Year:	1 st Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	N/A
Contact information:	
Preferred Method of Contact:	
Office hours:	
Course Description	
Course overview:	Introductory Math and Statistics provides students with essential quantitative skills and a foundational understanding of statistics relevant to public administration. The course covers fundamental mathematical concepts, data analysis, and statistical methods used to interpret data in public administration. Students learn how to perform basic calculations, work with descriptive statistics, and understand probability, which equips

	them to analyze and interpret data effectively in decision-making contexts. This course prepares students to use quantitative reasoning throughout their academic studies and in future public sector roles.			
Prerequisites:	None.			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand basic mathematical and statistical concepts (Bloom: Understand, DoK: Level 2) <ol style="list-style-type: none"> Describe key concepts in arithmetic, algebra, and statistics, including probability, data distribution, and measures of central tendency. Identify the role of statistics in public administration (Bloom: Remember, DoK: Level 1) <ol style="list-style-type: none"> Recognize how statistics and quantitative analysis contribute to data-driven decision-making in public service. 			
	Skills <ol style="list-style-type: none"> Perform basic calculations and statistical analysis (Bloom: Apply, DoK: Level 3) <ol style="list-style-type: none"> Use mathematical operations and statistical formulas to analyze data sets, calculate probabilities, and interpret statistical results. Analyze data using descriptive statistics (Bloom: Analyze, DoK: Level 3) <ol style="list-style-type: none"> Apply measures of central tendency (mean, median, mode) and variability (range, variance, standard deviation) to summarize and interpret data in public service contexts. 			
	Competences <ol style="list-style-type: none"> Demonstrate quantitative reasoning in problem-solving (Bloom: Evaluate, DoK: Level 4) <ol style="list-style-type: none"> Approach public sector issues with quantitative reasoning, using data analysis to draw logical, evidence-based conclusions. Develop confidence in working with numerical data (Bloom: Apply, DoK: Level 3) <ol style="list-style-type: none"> Exhibit a practical understanding of mathematical and statistical tools, ensuring accuracy and consistency in interpreting quantitative information. 			
Learning outcomes verification:	Learning outcomes will be verified through problem sets, quizzes, data analysis assignments, and a final exam.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on problem sets, quizzes, and data analysis assignments.			
Main course themes and topics:	<ol style="list-style-type: none"> Basic arithmetic and algebra for public administration Introduction to descriptive statistics and data analysis Probability and data distributions Measures of central tendency and variability Data interpretation for public sector decision-making 			

Instructional and Technology Information	
List of required textbooks and learning materials:	Bluman, A. G. (2018). Elementary statistics: A step-by-step approach (10th ed.). McGraw-Hill.
Additional textbooks and learning materials:	Supplementary exercises, case studies, and datasets provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Basic calculators
Course Assignments and Assessments	
Assignments and descriptions:	<p>Problem Sets: Weekly problem sets focusing on arithmetic, algebra, and introductory statistics to reinforce concepts covered in lectures.</p> <p>Data Analysis Assignment: Students analyze a dataset using descriptive statistics and provide interpretations of the results.</p> <p>Quizzes: Regular quizzes to assess understanding of key concepts.</p> <p>Final Exam: A comprehensive assessment covering all topics in the course.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing online resources or using statistical software.

General Course Information	
Course name:	Academic English
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 hours)
Semester and Year:	1 st Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Mirsad Suhodolli
Contact information:	m.suhodolli@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Academic English is designed to develop students' proficiency in academic writing, reading comprehension, and critical analysis. This course equips students with essential skills to succeed in university-level studies, focusing on grammar, structure, argumentation, and scholarly conventions. Through guided exercises and assignments, students learn to analyze academic texts, formulate coherent arguments, and produce well-structured essays and reports. These skills are foundational for effective communication in public service and essential for the completion of written assignments throughout the Public Administration program.
Prerequisites:	N/A
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> Understand the principles of academic writing and structure (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the conventions of academic writing, including

	thesis statements, topic sentences, paragraph structure, and referencing. 2. Recognize grammatical structures and vocabulary specific to academic English (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none">Identify and understand key grammatical and vocabulary structures relevant to formal, academic writing.			
	Skills 1. Compose well-structured academic essays and reports (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none">Write clear, coherent, and well-organized essays that demonstrate an understanding of structure, argumentation, and critical thinking. 2. Analyze and critique academic texts (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none">Read, interpret, and evaluate academic articles and reports, identifying main arguments, supporting evidence, and biases.			
	Competences 1. Develop the ability to present ideas clearly and effectively in written form (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none">Exhibit the ability to articulate complex ideas in a clear, organized, and logical manner suited for an academic audience. 2. Demonstrate effective use of referencing and citation practices (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none">Properly integrate APA citations and references into written work, demonstrating academic integrity and respect for intellectual property.			
Learning outcomes verification:	Outcomes will be verified through written assignments, reading comprehension tests, in-class writing exercises, and a final essay.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, reading exercises, and in-class writing tasks.			
Main course themes and topics:	1. Fundamentals of academic writing and structure 2. Essay writing: thesis statements, introductions, and conclusions 3. Grammar and vocabulary specific to academic English 4. Reading comprehension and critical analysis of academic texts 5. Paraphrasing, summarizing, and integrating evidence 6. APA referencing and citation practices			
Instructional and Technology Information				
List of required textbooks and learning materials:	Bailey, S. (2018). Academic writing: A handbook for international students (5th ed.). Routledge.			
Additional textbooks and	Supplementary readings, articles, and exercises provided by the instructor.			

learning materials:	
Citation format:	APA
Technologies/software/programs to be used:	Word processing software (e.g., Microsoft Word, Google Docs) and access to online course materials.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Essay Assignment: Students will write a structured essay on a chosen topic, demonstrating their ability to apply academic writing conventions.</p> <p>Reading Comprehension Exercises: Weekly exercises focusing on reading and understanding academic texts, followed by discussions and analysis.</p> <p>Final Essay: A comprehensive, end-of-semester essay where students apply all learned skills, including proper referencing and citation.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing course materials and word processing tools.

4.2 2nd Semester

In the second semester of the Public Administration program, students deepen their foundational knowledge and skills, focusing on the quantitative and legal aspects of public administration. Courses in Statistics and Quantitative Research Methods equip students with essential analytical tools and methodologies, enabling them to interpret data accurately and apply statistical methods to real-world public sector issues. These skills are critical for evidence-based policy development and decision-making, ensuring that students can analyze and evaluate information effectively as they progress through the program.

Additionally, the second semester introduces students to key regulatory and legal frameworks that govern the public sector. Administrative and Public Sector Legislation covers fundamental legal principles and administrative procedures, focusing on the laws and regulations that impact public administration. This course provides students with an understanding of how public institutions operate within a legal framework and equips them to navigate and apply these regulations in practice, fostering their ability to work effectively within governmental and public organizations.

Students also explore the concept of human development, which is essential for understanding the broader social impact of public administration. The Human Development course delves into the economic, social, and political factors that influence individual and community development, with a focus on addressing issues like poverty, health, and education. A Semester Project rounds out the term, giving students the opportunity to apply their skills and knowledge to a practical project, encouraging collaboration and problem-solving on topics relevant to public service. This integrated approach reinforces critical skills and prepares students for the more advanced, applied courses they will encounter in the following semesters.

Syllabuses:

Semester 2		
M/E	Subject	ECTS
M	Statistics	6
M	Quantitative Research Methods	5
M	Administrative and Public Sector Legislation	5
M	Human Development	5
M	Semester Project	4
E	<ul style="list-style-type: none"> Digital Governance Environmental Policy and Sustainability Social Policy and Welfare Systems 	5

General Course Information	
Course name:	Statistics
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	6 ECTS (150 hours)
Semester and Year:	2nd Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Bojan Lalic
Contact information:	b.lalic@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Introducing basic statistical tools for Student. This course is the introduction to common quantitative techniques and software used in the social sciences. It is designed to meet the needs of students in the with Quantitative Methods degree programmes in SPSS, and to provide them with a broad range of basic concepts and methods, which they will later use as the basis for intermediate and advanced quantitative techniques. The course, with slight modifications, will be taught both as a first-year option for students in the with Quantitative Methods degree programmes, and as a conversion course, aimed to bring students who have finished their first year to the level required to transfer to one of these degree programmes at the end of their first year of studies.
Prerequisites:	Introductory Math and Statistics (or equivalent foundational knowledge).
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand basic and applied statistical concepts (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe fundamental concepts in statistics, including probability, distribution types, and measures of central tendency and variability. Identify the role of statistics in data-driven decision-making (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the importance of statistics for evidence-based decision-making within public administration contexts.
	Skills <ol style="list-style-type: none"> Apply statistical methods to analyze and interpret data (Bloom: Apply, DoK: Level 3)

	<ul style="list-style-type: none"> ○ Use statistical formulas and techniques to analyze data, interpret results, and make basic inferences relevant to public sector issues. <p>2. Perform data visualization using statistical tools (Bloom: Analyze, DoK: Level 3)</p> <ul style="list-style-type: none"> ○ Create and interpret data visualizations, such as graphs and charts, to communicate statistical findings clearly and effectively. 			
	<p>Competences</p> <p>1. Demonstrate quantitative reasoning in public administration contexts (Bloom: Evaluate, DoK: Level 4)</p> <ul style="list-style-type: none"> ○ Utilize statistical reasoning to draw valid conclusions from data and address public sector questions logically and accurately. <p>2. Develop confidence in interpreting and communicating statistical information (Bloom: Apply, DoK: Level 3)</p> <ul style="list-style-type: none"> ○ Present statistical findings in an accessible and meaningful way, ensuring that conclusions are supported by data. 			
Learning outcomes verification:	<p>On completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. A basic understanding of primary and secondary data collection, access and management using statistics software package 2. A basic understanding of univariate statistics: graphical skills, presenting and communicating data 3. A basic understanding of bivariate statistics, including measures of association 4. An understanding of inference and the logic of sampling, of the difference between association and causality, and the concept of control 5. A basic understanding of multiple linear regression analysis 			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	4	15	60
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	3	15	45
	Assignments/Exams			25
	Total			150
Communication/feedback channels:	<p>Professor provides all students with an overview of the course including topics and reading materials for each scheduled class. The readings and learning materials will be posted in Google Classroom. Professor must be available to students during scheduled class times and consultation hours. They should also acknowledge emails within 48 hours.</p> <p>Students are expected to complete the assigned readings before the class. Students are expected to attend and participate in-class activities. Students are expected to understand all materials covered in assigned chapters and readings as well as in the lectures.</p> <p>Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.</p> <p>Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements, as well as the ASC timetable.</p>			
Main course themes and topics:	<p>Introduction to SPSS</p> <ul style="list-style-type: none"> • Summary of variables and level of measurements • Creating a database • Encryption and data entry, missing data management techniques 			

	<ul style="list-style-type: none"> • Data transformation Descriptive data analysis with SPSS <ul style="list-style-type: none"> • Frequency, mean, mode, media, standard deviation • Exploring data with graphs Correlational and experimental methods of study with SPSS <ul style="list-style-type: none"> • Validity and security of tests • Hi square (categorical data) • Correlation analysis • Regression analysis Comparative analysis with SPSS <ul style="list-style-type: none"> • Comparison of two averages (T-test) • Comparison of three or more averages (ANOVA) • Repeated measurement analysis (ANOVA for repeated measurement analysis) <ul style="list-style-type: none"> ○ Non-parametric tests
Instructional and Technology Information	
List of required textbooks and learning materials:	Field, A. (2017). Discovering statistics using IBM SPSS statistics (5th ed.). Sage Publications.
Additional textbooks and learning materials:	Supplementary datasets and articles provided by the instructor.
Citation format:	APA
Technologies/software/pr ograms to be used:	Statistical software (e.g., SPSS, Excel) for data analysis and visualization.
Course Assignments and Assessments	
Assignments and descriptions:	<ul style="list-style-type: none"> • Research project (research proposal, and final research paper with statistical analysis) - 60 % • Midterm exam - 20 % • Final exam - 20 %
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with statistical software or accessing course materials.

General Course Information	
Course name:	Quantitative Research Methods
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2 nd Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Florim Gallopeni
Contact information:	f.gallopeni@ibcmilrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Quantitative Research Methods introduces students to essential quantitative

	<p>techniques and analytical tools used in public administration research. The course covers topics such as survey design, data collection, statistical analysis, and the interpretation of quantitative results. Students learn how to formulate research questions, develop hypotheses, and apply statistical techniques to analyze data relevant to public sector issues. This course equips students with the foundational skills needed to conduct data-driven research and make evidence-based decisions within public service settings.</p>			
Prerequisites:	Introductory Math and Statistics			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand foundational quantitative research principles (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe key elements of quantitative research, including hypothesis testing, sampling, and measurement. Identify statistical tools and methods for quantitative analysis (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize various quantitative methods and their applications in analyzing data in public administration. 			
	Skills <ol style="list-style-type: none"> Design and implement quantitative research studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Develop research questions, formulate hypotheses, and design surveys or experiments to gather quantitative data. Analyze data using statistical software (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use statistical tools (e.g., SPSS, Excel) to conduct basic data analyses, including descriptive and inferential statistics, and interpret findings. 			
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in interpreting quantitative research findings (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess the validity and reliability of data analyses and recognize limitations in quantitative research. Develop an evidence-based approach to decision-making in public service (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Use quantitative data to support recommendations and decisions, ensuring transparency and accountability in public administration. 			
Learning outcomes verification:	Outcomes will be verified through assignments, quizzes, project-based work, and a final exam.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, quizzes, and project-based work.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to quantitative research methods Research question formulation and hypothesis testing Survey design and data collection techniques Sampling methods and measurement 			

	5. Descriptive and inferential statistics 6. Interpretation and presentation of quantitative data
Instructional and Technology Information	
List of required textbooks and learning materials:	Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
Additional textbooks and learning materials:	Supplementary readings, datasets, and articles provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Statistical software (e.g., SPSS, Excel) for data analysis.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Research Proposal: Students develop a research proposal, including a research question, hypothesis, and plan for data collection.</p> <p>Data Analysis Project: Students collect data (or use a provided dataset), analyze it using statistical software, and interpret the findings.</p> <p>Quizzes: Regular quizzes to assess understanding of quantitative concepts and research methods.</p> <p>Final Exam: A comprehensive exam covering all topics in the course, with both theoretical and applied components.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing statistical software and course materials.

General Course Information	
Course name:	Administrative and Public Sector Legislation
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 hours)
Semester and Year:	2 nd Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	N/A
Course Description	
Course overview:	<p>The course offers a thorough understanding of the legal frameworks governing the public sector and public administration. It covers introductory administrative law and principles, legislation governing general administrative procedures, public sector legislative framework at the national and local levels and the legislative processes that shape public policy. Additionally, it addresses administrative and judicial remedies. It will also cover legal sources, their interrelationships, and relevant principles of interpretation. The course will mainly focus on the administrative and public sector legislation system of Kosovo.</p> <p>The course is important for students studying public administration and</p>

	governance, providing a comprehensive understanding of the legal frameworks in public administration. Focusing on Kosovo's legislation, the course prepares students to address local governance challenges effectively. By mastering legal sources and interpretation principles, students enhance their analytical skills, making them adept at solving legal and administrative issues and promoting good governance and ethical public service.			
Prerequisites:	Introduction to Public Administration			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the principles of administrative law and public sector legislation (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Explain fundamental concepts in administrative law, including rule of law, procedural fairness, and judicial review. Identify the legal responsibilities of public institutions and administrators (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the roles, responsibilities, and limitations of public institutions as outlined by administrative law. 			
	Skills <ol style="list-style-type: none"> Analyze administrative cases and legislation (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Examine relevant legal cases and statutory provisions to interpret how administrative laws are applied within public institutions. Apply regulatory standards to real-world public administration scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use knowledge of legal standards and administrative procedures to assess compliance and ethical considerations in public sector settings. 			
	Competences <ol style="list-style-type: none"> Demonstrate ethical awareness in the application of administrative law (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Exhibit an understanding of ethical responsibility in legal practices and ensure transparency and accountability in administrative decision-making. Develop a legally informed approach to public administration (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Approach public sector tasks with a strong legal foundation, making decisions that align with legislative standards and public service values. 			
Learning outcomes verification:	Learning outcomes will be verified through case study analysis, assignments, quizzes, and a final exam.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students should aim to discuss to the Lecturer during class times or consultation hours. If you need to speak to the Lecturer outside of consultation hours, please email the Lecturer to schedule a meeting. Consultation hours: Every week after the Lectures.			

Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to Administrative and Public Sector Legislation 2. Legal Sources and their interrelationships 3. Principles of Legal Interpretation 4. Legislative Processes Shaping Public Policy 5. Legislation on general administrative procedures 6. Legislation on the specific areas of the public sector: <ul style="list-style-type: none"> o Civil service legislation. o Organization of public/state organization o Legislation on the access to public information, o Legislation on the transparency and accountability etc 7. Legislation concerning the government of municipalities. 8. Administrative Remedies and judicial Remedies
Instructional and Technology Information	
List of required textbooks and learning materials:	Rosenbloom, Kravchuk, Clerkin, "Public Administration - Understanding management, Politics and Law in public sector", 2015 Relevant Laws to be found on the official gazette web page at: https://gzk.rks-gov.net/
Additional textbooks and learning materials:	OECD SIGMA Principles on Public Administration https://sigmaweb.org/publications/principles-public-administration.htm OECD SIGMA Country Reports https://sigmaweb.org/monitoring/ - - Relevant literature and reports as defined by the Lecturer.
Citation format:	APA
Technologies/software/pr ograms to be used:	MS Office Suite
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Students analyze a case involving administrative law, focusing on the application of legal principles.</p> <p>Legal Issue Assignment: Students research a specific administrative law issue, demonstrating their understanding of relevant regulations.</p> <p>Quizzes: Regular quizzes to assess understanding of key legal concepts and principles.</p> <p>Final Exam: A comprehensive exam covering all course topics, with both theoretical and practical application questions.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing course materials and legal research databases.

General Course Information	
Course name:	Human Development
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 hours)
Semester and Year:	2 nd Semester, Year 1
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Bujar Gallopeni
Contact information:	b.gallopeni@ibcmित्रовика.eu

Preferred Method of Contact:	Email			
Office hours:				
Course Description				
Course overview:	Human Development explores the social, economic, and political factors that influence human well-being, focusing on how public policies and institutions contribute to individual and community development. The course covers key human development indicators, such as health, education, poverty, and equality, and examines how these elements intersect to shape quality of life. Through this course, students gain an understanding of the challenges and strategies for promoting sustainable development, both within communities and globally. The knowledge and skills acquired prepare students to work effectively in public service roles aimed at improving social welfare and equity.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ul style="list-style-type: none">1. Understand the core principles of human development (Bloom: Understand, DoK: Level 2)<ul style="list-style-type: none">Describe fundamental concepts such as poverty, inequality, education, health, and sustainable development.2. Identify key indicators and metrics of human development (Bloom: Remember, DoK: Level 1)<ul style="list-style-type: none">Recognize important indicators like the Human Development Index (HDI) and understand their role in assessing development progress.			
	Skills <ul style="list-style-type: none">1. Analyze the impact of public policies on human development (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">Examine how different policies and public service initiatives affect areas such as poverty reduction, healthcare access, and educational opportunities.2. Evaluate case studies in human development (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">Apply knowledge to assess real-world case studies, critically evaluating approaches to address human development challenges and their effectiveness.			
	Competences <ul style="list-style-type: none">1. Demonstrate an awareness of global human development challenges (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">Reflect on global issues such as inequality, environmental sustainability, and social inclusion, and articulate the role of public administration in addressing these challenges.2. Develop a commitment to promoting social welfare and equity (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">Foster an ethical and proactive approach to enhancing community well-being through public service roles, with a focus on inclusive and sustainable development.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, quizzes, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15

	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and through class discussions.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to human development concepts and theories2. Poverty, inequality, and their impacts on communities3. Health and education as pillars of human development4. Sustainable development and environmental considerations5. Role of public policy in advancing human development6. Analysis of global and local case studies in human development			
Instructional and Technology Information				
List of required textbooks and learning materials:	Todaro, M. P., & Smith, S. C. (2020). Economic development (13th ed.). Pearson.			
Additional textbooks and learning materials:	Supplemental readings, articles, and case studies provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:	MS Office Suite			
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Students analyze a case study focused on a human development issue, assessing the effectiveness of policy interventions. Reflection Essay: A reflective essay on a human development theme, such as inequality or health, linking theory to real-world challenges. Quizzes: Regular quizzes to reinforce understanding of key human development concepts. Final Project: A project where students propose a public policy initiative aimed at addressing a specific human development challenge.			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for assistance with accessing online resources or using presentation software.			

General Course Information	
Course name:	Digital Governance
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2 nd Semester, Year 2
Class Status:	Elective
Instructor Information	
Name and Last Name:	Flamur Abazaj
Contact information:	f.abazaj@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Digital Governance explores the transformation of public administration

	through digital tools and e-government initiatives. This course examines how digital technologies are used to improve public service delivery, enhance transparency, and increase citizen engagement. Topics include digital policymaking, data governance, cybersecurity, and the ethical implications of digital transformation in the public sector. Through case studies and practical exercises, students learn to critically evaluate digital strategies, develop digital solutions, and understand the challenges of implementing e-government initiatives within public institutions.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the principles and concepts of digital governance (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe core concepts in digital governance, including e-government, digital policymaking, and the role of technology in public service. Identify the opportunities and challenges of digital transformation (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the benefits and potential barriers to digitalization within public sector organizations. 			
	Skills <ol style="list-style-type: none"> Analyze digital governance case studies (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Examine real-world examples of digital governance, assessing the effectiveness and limitations of e-government initiatives. Apply digital tools and strategies for public sector innovation (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use digital tools and techniques to propose solutions for improved public service delivery and citizen engagement. 			
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking on ethical issues in digital governance (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Reflect on and discuss ethical considerations in data privacy, digital inclusion, and cybersecurity within public sector digital transformation. Develop a digital governance strategy for a public service context (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Create a strategic proposal for implementing or enhancing digital governance initiatives, addressing key challenges and opportunities. 			
Learning outcomes verification:	Outcomes will be verified through assignments, case study analyses, project work, and a final presentation.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback			

	will be provided on assignments, case studies, and project proposals.
Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to digital governance and e-government 2. Digital transformation and public sector innovation 3. Data governance, cybersecurity, and privacy 4. Ethical considerations in digital governance 5. Citizen engagement and digital communication 6. Case studies of successful and failed digital governance initiatives
Instructional and Technology Information	
List of required textbooks and learning materials:	Mergel, I., Edelman, N., & Haug, N. (2019). Digital transformation of the public administration. Springer.
Additional textbooks and learning materials:	Supplemental case studies, articles, and government reports provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Digital tools for research and presentation (e.g., PowerPoint, Google Scholar), as well as possible exposure to data visualization tools.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Students analyze a digital governance case study, examining the outcomes and identifying key factors in its success or failure.</p> <p>Digital Governance Project: Students create a strategic proposal for implementing a digital governance initiative in a public sector context.</p> <p>Quizzes: Regular quizzes to assess understanding of key concepts in digital governance.</p> <p>Final Presentation: Students present their digital governance project, showcasing their findings and strategic recommendations.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing online resources and digital tools.

General Course Information	
Course name:	Environmental Policy and Sustainability
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2 nd Semester, Year 1
Class Status:	Elective
Instructor Information	
Name and Last Name:	Ekrem Gjokaj
Contact information:	e.gjokaj@ibcmityrovia.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Environmental Policy and Sustainability explores the formulation, implementation, and impact of environmental policies in both local and global contexts. This course examines the role of public institutions, international organizations, and civil society in promoting sustainable

	development and addressing environmental challenges. Topics include climate change policy, natural resource management, environmental justice, and sustainable practices in governance. Through case studies and policy analysis, students gain practical insights into how policies can promote ecological balance and long-term resource sustainability.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand core principles of environmental policy and sustainability (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe fundamental environmental concepts, including sustainable development, climate policy, and ecological balance. Identify key environmental policies and international agreements (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize important frameworks, such as the Paris Agreement, and understand their implications for global and national environmental governance. 			
	Skills <ol style="list-style-type: none"> Analyze the effectiveness of environmental policies (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Examine environmental policies and their impact on sustainable development, identifying strengths, weaknesses, and areas for improvement. Apply sustainable practices to public administration scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Propose strategies for implementing sustainable practices within public service organizations, considering both environmental and economic factors. 			
	Competences <ol style="list-style-type: none"> Develop an ethical perspective on environmental responsibility (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Critically evaluate the ethical dimensions of environmental policy, recognizing the importance of stewardship and intergenerational responsibility. Demonstrate an informed approach to sustainable policymaking (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Formulate proposals for policies or initiatives that integrate sustainability principles, addressing real-world environmental challenges. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, policy briefs, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, case studies, and project proposals.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to environmental policy and sustainability Global environmental agreements and frameworks 			

	3. Climate change policy and mitigation strategies 4. Natural resource management and conservation 5. Environmental justice and ethical considerations 6. Sustainable governance practices and case studies
Instructional and Technology Information	
List of required textbooks and learning materials:	Dryzek, J. S., Norgaard, R. B., & Schlosberg, D. (2011). The Oxford handbook of climate change and society. Oxford University Press.
Additional textbooks and learning materials:	Supplementary case studies, articles, and policy reports provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint, Google Slides) and access to relevant online resources.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing an environmental policy case, evaluating its impact and effectiveness.</p> <p>Policy Brief: Writing a brief on a chosen environmental issue, offering policy recommendations based on research and analysis.</p> <p>Quizzes: Regular quizzes to assess understanding of environmental policy concepts.</p> <p>Final Project: Developing a sustainable policy proposal addressing an environmental challenge, which will be presented to the class.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with online resources and digital presentation tools.

General Course Information	
Course name:	Social Policy and Welfare Systems
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2 nd Semester, Year 1
Class Status:	Elective
Instructor Information	
Name and Last Name:	Besnik Fetahu
Contact information:	b.fetahu@ibcmistrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Social Policy and Welfare Systems examines the structure, implementation, and impact of social policies and welfare programs. This course covers topics such as healthcare, education, income support, and housing policies, focusing on the role of government and public institutions in promoting social welfare. Students will explore various welfare models, the challenges of social policy reform, and the impact of welfare policies on different population groups. Through case studies and policy analysis, students gain

	insights into how social policies address societal needs and contribute to social equity and stability.			
Prerequisites:	None			
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understand the principles and frameworks of social policy and welfare systems (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> ○ Describe the basic components of welfare systems, including income support, healthcare, education, and housing. 2. Identify different welfare models and their applications (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> ○ Recognize key welfare models, such as the Scandinavian, Bismarckian, and liberal welfare states, and understand their unique characteristics. <p>Skills</p> <ol style="list-style-type: none"> 1. Analyze social policies and their effects on welfare systems (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> ○ Examine how various social policies impact welfare provision, addressing both benefits and limitations. 2. Evaluate case studies of welfare policies (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Assess real-world examples of welfare policies, determining their effectiveness in achieving social welfare objectives. <p>Competences</p> <ol style="list-style-type: none"> 1. Develop an informed perspective on social equity and public welfare (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Reflect on the importance of social equity in policy-making and recognize the role of public welfare in supporting vulnerable populations. 2. Demonstrate critical thinking in policy reform proposals (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> ○ Formulate proposals for welfare policy improvements, addressing current social challenges and supporting sustainable development. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, policy briefs, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and policy analysis.			
Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to social policy and welfare systems 2. Welfare models and their impact on social equity 3. Healthcare, education, and income support policies 4. Social policy reform and challenges 5. Case studies on welfare systems and policy impacts 6. Social equity and the role of welfare in supporting vulnerable populations 			

Instructional and Technology Information	
List of required textbooks and learning materials:	Alcock, P., May, M., & Wright, S. (Eds.). (2016). The student's companion to social policy (5th ed.). Wiley-Blackwell.
Additional textbooks and learning materials:	Supplemental readings, articles, and policy reports provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and access to online course materials.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Students analyze a welfare policy case study, assessing its impact on a specific population group.</p> <p>Policy Brief: Writing a policy brief on a social policy issue, providing analysis and recommendations.</p> <p>Quizzes: Regular quizzes to assess understanding of social policy frameworks and welfare systems.</p> <p>Final Project: Developing a policy proposal or reform suggestion to address an identified gap or challenge within a welfare system.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for assistance with accessing online resources and presentation tools.

4.3 3rd Semester

In the third semester of the Public Administration program, students advance to more specialized topics in public administration, focusing on policy analysis, governance structures, and human rights. Public Policy Development and Analysis is a core course that introduces students to the stages of policymaking, including formulation, implementation, and evaluation. This course equips students with analytical skills to assess the effectiveness of policies, interpret policy outcomes, and make data-driven recommendations. Through case studies and practical assignments, students begin to apply theoretical frameworks to real policy challenges, preparing them for policy-oriented roles in the public sector.

The semester also delves into the organizational and structural dimensions of public administration. Organization of Public Administration explores the roles and responsibilities of public institutions, covering topics such as government structures, interagency collaboration, and the impact of public administration on society. In addition, Local Governance provides a closer look at the administrative functions of local government bodies, with a focus on the relationships between local and central authorities, community engagement, and public service delivery at the local level. Together, these courses build students' understanding of governance systems, enhancing their ability to navigate complex organizational structures in public administration.

Human rights and social responsibility are also emphasized in the third semester. The Human Rights and Administration course examines the role of public institutions in upholding human rights and

promoting social justice. Students explore legal frameworks, human rights standards, and the responsibilities of public administrators in protecting and advocating for citizens' rights. Electives like Crisis and Disaster Management and Ethics and Accountability offer further specialization, allowing students to explore critical issues related to emergency response, ethical governance, and accountability practices. Overall, the third semester equips students with the advanced knowledge and competencies needed to tackle complex challenges in public administration, setting the stage for further applied learning in subsequent semesters.

Syllabuses:

Semester 3		
M/E	Subject	ECTS
<i>M</i>	<i>Public Policy Development and Analysis</i>	5
<i>M</i>	<i>Qualitative Research Methods</i>	5
<i>M</i>	<i>Human Rights and Administration</i>	5
<i>M</i>	<i>Organization of Public Administration</i>	5
<i>M</i>	<i>Local Governance</i>	5
<i>E</i>	<ul style="list-style-type: none"> <i>Crisis and Disaster Management</i> <i>Ethics and Accountability</i> <i>Public Business and Corporate Law</i> <i>Contract Management</i> <i>Urban Governance and Development</i> 	5

General Course Information	
Course name:	Public Policy Development and Analysis
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	The course Public Policy Development and analysis offers students a comprehensive exploration of the theories, processes, and challenges involved in shaping and implementing public policies. Through theoretical insights and practical applications, students will learn about the various stages of policy formulation, implementation, and evaluation, gaining the understanding of the complex dynamics at play within the realm of governance. From analyzing policy instruments to assessing the roles of different stakeholders, this course equips students with the critical thinking skills and analytical tools necessary to navigate contemporary policy issues effectively. Through engaging discussions, case studies, and hands-on projects, students will develop the expertise needed to contribute meaningfully to the development and evaluation of public policies in

	diverse administrative contexts.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the stages of public policy development and analysis (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the steps involved in policy formulation, implementation, and evaluation within public institutions. Identify key factors influencing policy decisions (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the roles of stakeholders, political dynamics, and data in shaping public policy. 			
	Skills <ol style="list-style-type: none"> Analyze public policies using evaluative frameworks (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Use tools such as cost-benefit analysis, impact assessment, and program evaluation to assess policy effectiveness. Apply data and evidence in policy analysis (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Integrate quantitative and qualitative data to support policy decisions, ensuring data-driven analysis and recommendations. 			
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in policy evaluation and development (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Critically assess existing policies and propose revisions or new initiatives based on identified needs and goals. Develop an ethical and practical approach to policymaking (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Formulate policy proposals that consider ethical implications, feasibility, and alignment with societal goals. 			
Learning outcomes verification:	<ul style="list-style-type: none"> Students will be required to submit research papers on topics related to public policy theories, processes, and instruments. These papers will cover areas such as policy formulation, implementation, and evaluation, reflecting the comprehensive exploration of public policy development. Students will give presentations on assigned topics, demonstrating their ability to communicate complex policy concepts clearly and effectively. Topics may include stakeholder roles, policy instruments, and contemporary policy issues. Case studies will be used to evaluate students' ability to apply public policy development tools such as, stakeholder analysis, problem analysis, objective formulation and policy prioritization, monitoring and evaluation of policies etc. Students will be assessed on their analytical skills and the practicality of their proposed solutions 			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125

Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.
Main course themes and topics:	<ul style="list-style-type: none"> - Main concepts and theories of the public policies and analysis - The structure and dynamics of organizations as well as other actors in the public policy development - The roles of civil servants and politicians in the policy development process - The Policy Development phases - Policy analysis, decision, and formulation. - Policy instruments - Policy implementation - Policy Monitoring, Evaluation and Policy revisiting - Stakeholders Involvement in Policy Development Process
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • Christoph Knill and Jale Tosun, Public Policy: A New Introduction, 2020, Macmillan Education Limited. • Scott R. Furlong, Michael E. Kraft, (2020) Public Policy: Politics, Analysis, and Alternatives, 7th Edition • B. Guy Peters (ed.), Jon Pierre (ed.) - Handbook of Public Policy-Sage Publications • Kosovo Government Manuals and rules for the public policy development and coordination in Kosovo • OECD/SIGMA Toolkit for the preparation, implementation, monitoring, reporting and evaluation of public administration reform and sector strategies: Guidance for SIGMA partners, https://sigmaweb.org/publications/strategy-toolkit.htm
Additional textbooks and learning materials:	<p>OECD SIGMA Principles on Public Administration https://sigmaweb.org/publications/principles-public-administration.htm</p> <p>OECD SIGMA Country Reports https://sigmaweb.org/monitoring/</p> <p>- - Relevant literature and reports as defined by the Lecturer.</p>
Citation format:	APA
Technologies/software/programs to be used:	MS Office Suite
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing a public policy case study, examining its development, implementation, and impact.</p> <p>Policy Analysis Report: A report applying evaluation frameworks to assess a chosen policy, including recommendations for improvement.</p> <p>Quizzes: Regular quizzes to assess understanding of policy analysis frameworks and concepts.</p> <p>Final Project: Developing a comprehensive policy proposal or revision, with a focus on data-driven and ethical decision-making.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Qualitative Research Methods
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Florim Gallopeni
Contact information:	f.gallopeni@ibcmistrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Qualitative Research Methods provides students with a solid foundation in qualitative research techniques commonly used in public administration. The course covers research design, data collection methods (such as interviews and focus groups), data analysis, and interpretation of qualitative findings. Students will learn to conduct qualitative research, analyze non-numeric data, and apply findings to address real-world public sector issues. Through practical exercises and assignments, students gain hands-on experience with research techniques essential for gathering in-depth insights into social phenomena.
Prerequisites:	Statistics and Quantitative Research Methods
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the principles and applications of qualitative research (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe fundamental qualitative methods, including research design, data collection, and analysis techniques. Identify ethical considerations in qualitative research (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize ethical issues and guidelines for conducting responsible and respectful qualitative research.
	Skills <ol style="list-style-type: none"> Conduct qualitative data collection through various techniques (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use techniques such as interviews, focus groups, and observations to gather data on a chosen research topic. Analyze qualitative data to identify themes and insights (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Employ coding, categorization, and thematic analysis to interpret and draw conclusions from qualitative data.
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in interpreting qualitative research findings (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess the reliability, validity, and implications of qualitative data, considering context and limitations. Develop a research report that effectively communicates qualitative findings (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Prepare a structured and clear research report that presents research methods, findings, and interpretations.
Learning outcomes	Learning outcomes will be verified through data collection exercises,

verification:	analysis assignments, case studies, and a final research project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to qualitative research and its role in public administration2. Qualitative research design and data collection methods3. Data analysis techniques for qualitative research4. Ethical considerations in qualitative research5. Reporting and presenting qualitative findings6. Case studies in qualitative research application			
Instructional and Technology Information				
List of required textbooks and learning materials:	Creswell, J. W., & Poth, C. N. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (4th ed.). Sage Publications.			
Additional textbooks and learning materials:	Supplemental readings, case studies, and data sets provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:	Qualitative data analysis software (e.g., NVivo, MAXQDA) and presentation tools for report writing and analysis.			
Course Assignments and Assessments				
Assignments and descriptions:	<p>Data Collection Exercise: Conduct a qualitative data collection exercise, such as an interview or focus group, on a selected topic.</p> <p>Data Analysis Assignment: Perform thematic analysis on collected data, using coding techniques to identify themes and patterns.</p> <p>Case Study Analysis: Analyze a case study that demonstrates the application of qualitative research in public administration.</p> <p>Final Research Project: Complete a qualitative research project, presenting findings in a written report and class presentation.</p>			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Human Rights and Administration
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory

Instructor Information	
Name and Last Name:	Judita Hajdari
Contact information:	j.krasnigi@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	<p>This course aims to examine critically the relations between human rights as ethical and legal norms and public administrations in modern states as established political entities. After an introductory part exhibiting the origins and evolution of the idea of human rights and discussing alternative approaches, it will be focusing on the central problematic: the widespread phenomenon of the non-compliance of modern states to human rights norms. Then the most critical fundamental freedoms will be discussed and explained. Through out the semester the following questions will be explored: what may be the reasons for what is called “the official disrespect for human rights”? Are there good reasons for the states under certain specific circumstances to suspend their declared compliance with human rights norms? While trying to answer these questions we will examine critically the situations which hamper the respect for human rights i.e. transition, emergency situations etc.</p>
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the foundations of human rights and relevant legal frameworks (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe core human rights principles and international agreements, such as the Universal Declaration of Human Rights and the European Convention on Human Rights. Identify the role of public administration in upholding human rights (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize how public institutions contribute to or impact human rights, especially regarding accountability, transparency, and access to justice.
	Skills <ol style="list-style-type: none"> Analyze human rights issues in administrative contexts (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate administrative policies and practices through a human rights lens, identifying potential impacts on vulnerable populations. Apply human rights principles in administrative decision-making (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Demonstrate an understanding of human rights obligations and integrate these into administrative problem-solving and policy proposals.
	Competences <ol style="list-style-type: none"> Demonstrate ethical decision-making in human rights administration (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Reflect on the ethical responsibilities of administrators in upholding human rights and assess the consequences of administrative decisions on individuals’ rights. Develop strategies to promote human rights within public administration (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Propose policies or administrative actions that prioritize

	human rights, ensuring equity and inclusion in public service delivery.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, a policy brief, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	<p>Students will receive feedback through various channels.</p> <p>Assignments will include tests assessing the theoretical knowledge on International Human Rights Legal infrastructure.</p> <p>Encourage open discussions during class sessions to allow students to share their perspectives, ask questions, and engage with course material</p> <p>Feedback will be integrated into each activity, facilitating immediate learning.</p> <p>Surveys to gather input from students about their learning experiences, course content, and teaching methods.</p> <p>Create a private social media group for the course where students can connect with their peers, share relevant articles or resources, and engage in discussions related to course topics.</p> <p>Finally, students will have a final exam to assess their overall comprehension of the course material.</p>			
Main course themes and topics:	<ol style="list-style-type: none">1. Foundations of human rights and international agreements2. Role of public administration in protecting and promoting human rights3. Human rights issues in public service (e.g., equality, freedom, access to justice)4. Ethical considerations in administrative decision-making5. Case studies in human rights challenges within public administration6. Developing human rights-informed policies and practices			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• United Nation Human Rights Office of the High Commissioner: Good Governance and Human Rights https://www.ohchr.org/EN/Issues/Development/GoodGovernance/Pages/GoodGovernanceIndex.aspx• United Nation Human Rights Office of the High Commissioner: An Introduction to Human Rights, 2018;• Wolfgang Benedek: Understanding Human Rights (Manual on Human Rights Education), Graz, 2012;• Council of Europe - The Evolution of Human Rights: https://www.coe.int/en/web/compass/the-evolution-of-human-rights• Ombudsman Institution of Kosovo; official web page: http://www.ombudspersonkosovo.org/• Office of Prime minister, Office of Good Governance, human rights, equal opportunities and non-discrimination, (Office on Good Governance); official web page:http://www.kryeministri-ks.net/?page=2,51• Agency for Gender Equality; official webpage: http://abgj.rks-			

	gov.net/en-us/home.aspx <ul style="list-style-type: none"> • Case studies, teaching materials and handouts to be prepared by the course Professor;
Additional textbooks and learning materials:	<ul style="list-style-type: none"> • Locke, John. <i>Second Treaty on Government</i>; ch.II, V, VII, VIII, IV; • Rousseau, Jean, Jacques: <i>The Social Contract</i>; • Sen, A. <i>Poverty and Famines: An Essay on Entitlement and Deprivation</i>, Oxford, 1998; • Nussbaum M. <i>Creating Capabilities: The Human Development Approach</i>, particularly chapters 2 and 8, Harvard U.P., 201 • Cranston M. <i>What Are the Human Rights</i>
Citation format:	APA
Technologies/software/pr ograms to be used:	Presentation software (e.g., PowerPoint) and access to online resources for research on human rights and policy analysis.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing a human rights issue within an administrative context, assessing policy impacts and responses.</p> <p>Policy Brief: Writing a brief that addresses a current human rights issue in public administration, proposing actionable recommendations.</p> <p>Quizzes: Regular quizzes to assess understanding of human rights principles and frameworks.</p> <p>Final Project: Developing a comprehensive strategy or policy proposal that integrates human rights principles into public administration practices.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Organization of Public Administration
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Labinot Hajdari
Contact information:	l.hajdari@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	The Organization of Public Administration course provides a comprehensive examination of the structures, functions, and processes within governmental bodies and public institutions. Through theoretical frameworks, case studies, and practical applications, students will explore the principles of organizational theory as applied to the public sector, gaining insights into the complexities of public administration and the

	factors that influence organizational effectiveness and efficiency.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the structures and functions of public administration organizations (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the key organizational structures in public administration, including hierarchies, roles, and responsibilities. Identify different governance models and their applications (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the characteristics of centralized, decentralized, and hybrid governance models within public administration. 			
	Skills <ol style="list-style-type: none"> Analyze the effectiveness of organizational structures (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate the effectiveness of different organizational structures and governance models in achieving public administration goals. Apply principles of public administration organization to case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use organizational theories and concepts to assess real-world public administration case studies, identifying strengths and areas for improvement. 			
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in evaluating public administration efficiency (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Critically assess the efficiency, accountability, and transparency of public organizations and propose strategies for improvement. Develop an approach for effective organization within public institutions (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Formulate recommendations for structuring public administration organizations to enhance service delivery and responsiveness. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, quizzes, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to public administration organization Governance models in public administration (centralized, decentralized, hybrid) Hierarchies, roles, and responsibilities within public organizations Accountability and transparency mechanisms Inter-agency collaboration and coordination 			

	6. Case studies on public sector organizational structures
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • <i>Public Administration Understanding Management, Politics, and Law in the Public Sector</i>, David H. Rosenbloom, Robert S. Kravchuk, Richard M Clerkin, Routledge, 2022, ISBN: 9781032055558; • Robert Denhardt, Denhardt, Robert B.. <i>Theories of Public Organization</i>. United States: Wadsworth/Cengage Learning, 2011. • Richard J. Stilman, "Public Administration: Concepts and Cases"; Edition: 8th ed ; Publisher: Houghton Mifflin, Boston, ©2005. • Hal G. Rainey, "Understanding and Managing Public Organizations" 5th Edition: 9781118583715.
Additional textbooks and learning materials:	Supplementary readings, case studies, and government reports provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing a public administration organization's structure, assessing its effectiveness and efficiency.</p> <p>Organizational Review Report: A report evaluating the organization of a public institution, including recommendations for improvement.</p> <p>Quizzes: Regular quizzes to assess understanding of organizational structures and governance models.</p> <p>Final Project: Developing a proposal for structuring or reorganizing a public administration organization to enhance efficiency and service delivery.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Local Governance
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	This course provides a study of local governance structures, processes, and issues. It explores the roles and functions of local governments within the

	context of a developing democratic society, emphasizing their responsibilities in service delivery, urban and rural planning, and fostering community development. The course critically examines key concepts such as decentralization, subsidiarity, and local autonomy, and assesses their impact on policymaking and governance at the local level with the particular focus in the Kosovo context. Topics include local government finance, intergovernmental relations, citizen participation, and the unique challenges and opportunities of local governance.
Prerequisites:	None
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understand the structures and responsibilities of local government institutions (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> o Describe key roles, responsibilities, and organizational structures within local governments, including their relationship to central authorities. 2. Identify challenges and opportunities in local governance (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> o Recognize issues such as decentralization, citizen engagement, and resource allocation within local governance contexts. <p>Skills</p> <ol style="list-style-type: none"> 1. Analyze local government policies and their impact on communities (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> o Evaluate the effectiveness of local policies in addressing community needs, enhancing service delivery, and promoting sustainable development. 2. Apply governance principles to improve local administration (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> o Use principles of local governance to propose solutions for common challenges, such as citizen participation, fiscal constraints, and transparency. <p>Competences</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking in assessing local governance strategies (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> o Critically evaluate existing local governance practices, identifying areas for reform to enhance accountability, responsiveness, and inclusiveness. 2. Develop a community-oriented approach to local governance (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> o Formulate proposals for local government initiatives that prioritize citizen engagement and sustainable development goals.
Learning outcomes verification:	<ul style="list-style-type: none"> - Students will be required to submit research papers on topics related to local government. - Students will give presentations on assigned topics, demonstrating their ability to communicate state and legal systems clearly and effectively - Analysis of case studies will be used to evaluate students' ability to understand and discuss the contemporary local government organization issues according to the course description. Students will be assessed on their analytical skills and the practicality of their solutions. - Active participation in class discussions will be encouraged and monitored.

	- In addition to the evaluation in the class, students will be evaluated through a final exam.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ul style="list-style-type: none">• Introduction to Local Governance• Local Governance in Kosovo: Historical and Political Context• Theoretical Perspectives on Local Governance• Structures and Functions of Local Governments, with focus on Kosovo case• Decentralization and Local Autonomy, focus in Kosovo• Local Government Finance and Budgeting• Intergovernmental Relations• Citizen Participation and Engagement• Policy-making and Implementation at the Local Level• Challenges and Opportunities in Local Governance			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Pranab Bardhan, Dilip Mookherjee (Eds). Decentralization and Local Governance in Developing Countries: A Comparative Perspective. 2006.• Carlo Panara, Michael R. Varney (eds) Local Government in EuropeThe ‘Fourth Level’ in the EU Multi-Layered System of Governance. 2013• Constitution of Kosovo and Legislation on the local selfgovernment in Kosovo• European Charter of Local Self Government			
Additional textbooks and learning materials:	https://gzk.rks-gov.net/Default.aspx?index=1&index=1			
Citation format:	APA			
Technologies/software/pr ograms to be used:	Presentation software (e.g., PowerPoint) and access to online resources for research on local governance practices.			
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Analyzing a local governance case, evaluating the effectiveness of policies and administrative strategies. Policy Review: A review of a specific local policy, examining its impact on community development and engagement. Quizzes: Regular quizzes to assess understanding of local governance structures and principles. Final Project: Developing a proposal for a local government initiative that promotes community involvement and sustainable development.			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Contract Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Elective
Instructor Information	
Name and Last Name:	
Contact information:	
Preferred Method of Contact:	
Office hours:	
Course Description	
Course overview:	Contract Management equips students with the knowledge and skills necessary to manage contracts effectively in public administration and other sectors. The course covers essential aspects of the contract lifecycle, including contract design, negotiation, execution, monitoring, and compliance. Students learn about key legal principles, risk management, and strategies for dispute resolution in contract management. Through case studies, practical assignments, and simulations, students gain hands-on experience in managing contracts to ensure that they fulfill objectives, meet compliance standards, and mitigate risks.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the core principles and phases of contract management (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the contract lifecycle, including drafting, negotiation, monitoring, and compliance, and its importance in public sector projects. Identify legal and regulatory requirements in contract management (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the basic legal principles, compliance issues, and regulatory standards that govern contract management in public administration.
	Skills <ol style="list-style-type: none"> Analyze contract documents and identify key terms (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate contract clauses related to scope, payment terms, timelines, and risk management, ensuring that they meet organizational goals. Apply contract negotiation and risk management techniques (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use negotiation strategies to structure favorable terms and risk mitigation practices to safeguard project interests.
	Competences <ol style="list-style-type: none"> Demonstrate problem-solving in resolving contract disputes (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess contract challenges, propose resolutions, and apply dispute resolution techniques to maintain positive contractual relationships. Develop a contract management plan for a public sector initiative (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Design a comprehensive contract management plan,

	including monitoring procedures, compliance checks, and contingency strategies.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, contract analysis exercises, role-playing simulations, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	4	15	60
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			15
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, contract evaluations, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to Contract Management: Phases, Principles, and Objectives2. Contract drafting and legal considerations3. Contract negotiation strategies and best practices4. Monitoring, compliance, and performance evaluation5. Risk management and dispute resolution6. Case studies on contract management in public administration			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Garrett, G. A. (2009). World class contracting: How winning companies build successful partnerships in the e-business age (3rd ed.). CCH Incorporated.• Turner, C. (2014). Contract law. Routledge.• Hinchey, J. W., & Schor, T. (2002). International construction law: A guide for cross-border transactions and dispute resolution. American Bar Association.			
Additional textbooks and learning materials:	Supplemental readings, contract templates, and case studies provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:	Spreadsheet software for monitoring contract compliance, project management tools for tracking contract milestones, and presentation software (e.g., PowerPoint) for project presentations.			
Course Assignments and Assessments				
Assignments and descriptions:	<p>Contract Analysis Exercise: Analyzing sample contracts to identify critical terms, compliance requirements, and risk factors.</p> <p>Role-Playing Simulation: Participating in contract negotiation simulations to practice drafting terms and addressing potential disputes.</p> <p>Quizzes: Regular quizzes to assess understanding of contract lifecycle, legal principles, and risk management.</p> <p>Final Project: Developing a contract management plan for a hypothetical public sector project, covering the entire lifecycle from drafting to performance monitoring and dispute resolution.</p>			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Crisis and Disaster Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Flamur Abazaj
Contact information:	f.abazaj@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Crisis and Disaster Management provides students with essential knowledge and skills for managing natural and man-made crises in public administration contexts. The course covers fundamental aspects of disaster preparedness, response, recovery, and mitigation. Students will examine the roles of public institutions, emergency services, and community organizations in disaster management and explore strategies for effective communication, coordination, and decision-making in times of crisis. Through case studies and simulations, students gain practical insights into the challenges and complexities of managing crises and disasters.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the key principles of crisis and disaster management (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the phases of disaster management, including preparedness, response, recovery, and mitigation. Identify the roles and responsibilities of agencies involved in crisis management (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the contributions of public institutions, emergency services, and community organizations in crisis response and recovery.
	Skills <ol style="list-style-type: none"> Analyze crisis management plans and response strategies (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate crisis management frameworks, assessing their effectiveness in ensuring public safety and minimizing damage. Apply crisis communication strategies in emergency scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Demonstrate appropriate communication techniques for conveying information to the public and coordinating with stakeholders during a crisis.
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in developing disaster management strategies (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess the strengths and weaknesses of various disaster management approaches and propose strategies for improvement. Develop a crisis response plan for a public administration context

	(Bloom: Create, DoK: Level 4) <ul style="list-style-type: none">Formulate a comprehensive crisis response plan that prioritizes public safety, efficient resource use, and interagency coordination.			
Learning outcomes verification:	Learning outcomes will be verified through case studies, simulations, assignments, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ul style="list-style-type: none">Introduction to crisis and disaster managementPhases of disaster management: preparedness, response, recovery, and mitigationRoles and responsibilities in crisis management (government, NGOs, community)Crisis communication strategies and public informationCase studies in disaster management and lessons learnedDeveloping effective crisis response and recovery plans			
Instructional and Technology Information				
List of required textbooks and learning materials:	Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2017). Introduction to emergency management (6th ed.). Butterworth-Heinemann.			
Additional textbooks and learning materials:	Supplemental case studies, articles, and emergency management guidelines provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:				
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Analyzing a crisis management case, assessing the effectiveness of response and recovery efforts. Crisis Communication Exercise: Practicing crisis communication techniques in a simulated emergency scenario. Simulations and Role-play: Participating in disaster management simulations to apply concepts and test decision-making skills. Final Project: Developing a crisis response plan tailored to a public administration context, focusing on preparedness, resource management, and interagency coordination.			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Ethics and Accountability
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Judita Hajdari
Contact information:	j.krasniqi@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Ethics and Accountability explores the fundamental principles of ethical behavior and accountability within public administration. This course covers ethical theories, codes of conduct, transparency, and the role of accountability mechanisms in public institutions. Students will examine how ethical decision-making impacts public trust and organizational effectiveness and analyze cases where ethical dilemmas arise. Through discussions, case studies, and practical exercises, students develop a framework for evaluating ethical issues and promoting accountability in public service.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand core principles of ethics and accountability in public service (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe key ethical theories, concepts, and accountability mechanisms relevant to public administration. Identify the impact of ethical practices on public trust and service quality (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the relationship between ethical practices, accountability, and public confidence in government institutions.
	Skills <ol style="list-style-type: none"> Analyze ethical dilemmas in public administration (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate real-world ethical scenarios, applying ethical theories to identify and weigh potential solutions. Apply accountability principles in public sector case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use accountability frameworks to assess case studies, focusing on transparency, integrity, and decision-making.
	Competences <ol style="list-style-type: none"> Demonstrate ethical decision-making in public administration contexts (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Critically assess ethical issues and propose well-justified solutions that prioritize public interest and organizational integrity. Develop an approach for fostering accountability and ethical standards in public institutions (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Formulate strategies for promoting ethical behavior and accountability within public organizations, ensuring transparency and public trust.

Learning outcomes verification:	Learning outcomes will be verified through assignments, case studies, ethical dilemma exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<div>1. Introduction to ethics and accountability in public administration</div> <div>2. Ethical theories and their applications in the public sector</div> <div>3. Codes of conduct, integrity, and transparency in government</div> <div>4. Accountability mechanisms and their role in public trust</div> <div>5. Case studies of ethical dilemmas in public service</div> <div>6. Strategies for promoting ethical behavior and accountability</div>			
Instructional and Technology Information				
List of required textbooks and learning materials:	Cooper, T. L. (2012). The responsible administrator: An approach to ethics for the administrative role (6th ed.). Jossey-Bass.			
Additional textbooks and learning materials:	Supplementary readings, case studies, and organizational codes of conduct provided by the instructor.			
Citation format:	APA			
Technologies/software/pr ograms to be used:				
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Analyzing a real-world case involving an ethical dilemma in public administration, assessing the accountability mechanisms used. Ethical Dilemma Exercise: Participating in scenarios where students must make decisions on ethical issues, discussing their reasoning and outcomes. Quizzes: Regular quizzes to assess understanding of ethical theories and accountability practices. Final Project: Developing a proposal for enhancing ethical standards and accountability in a public institution, with practical recommendations.			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Public Business and Corporate Law
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2

Class Status:	Elective			
Instructor Information				
Name and Last Name:	Part-time lecturer			
Contact information:				
Preferred Method of Contact:				
Office hours:				
Course Description				
Course overview:	This course explores the legal principles and frameworks governing public businesses and corporations, focusing on the role of law in managing public services, regulating public-private partnerships (PPPs), and fostering ethical governance. Students will examine corporate structures, regulatory compliance, and public-sector legal obligations, with an emphasis on aligning business practices with public service values. Case studies and practical examples will allow students to analyze legal challenges and develop strategies for effective governance in public business settings.			
Prerequisites:	None			
Course learning outcomes:	Knowledge			
	<div><div>1. Understand legal frameworks for public and corporate entities (Bloom: Understand, DoK: Level 2)</div><div><div>○ Describe regulatory environments and legal principles relevant to public service and corporate governance.</div></div></div> <div><div>2. Identify the legal and ethical responsibilities of public businesses (Bloom: Remember, DoK: Level 1)</div><div><div>○ Recognize key laws, policies, and ethical guidelines that impact public business management.</div></div></div>			
	Skills			
	<div><div>3. Analyze legal challenges in public business operations (Bloom: Analyze, DoK: Level 3)</div><div><div>○ Evaluate case studies to identify compliance risks, legal solutions, and governance strategies.</div></div></div> <div><div>4. Apply legal frameworks to public business contexts (Bloom: Apply, DoK: Level 3)</div><div><div>○ Address governance issues in public businesses using applicable laws and ethical guidelines.</div></div></div>			
	Competences			
	<div><div>3. Critically assess corporate and public business governance frameworks (Bloom: Evaluate, DoK: Level 4)</div><div><div>○ Evaluate governance models for public entities and propose improvements.</div></div></div> <div><div>4. Develop a compliance and governance strategy (Bloom: Create, DoK: Level 4)</div><div><div>○ Design legal and ethical solutions for managing public businesses and corporate entities in public service contexts.</div></div></div>			
Learning outcomes verification:	Outcomes will be verified through assignments, case analyses, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30

	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, case analyses, and the final project.			
Main course themes and topics:	7. Introduction to Public Business and Corporate Law 8. Corporate Governance in Public Services 9. Public-Private Partnerships (PPPs) 10. Dispute Resolution and Public Business Ethics 11. Contract Law in Public Business 12. Corporate Social Responsibility (CSR) and Sustainability			
Instructional and Technology Information				
List of required textbooks and learning materials:	Tricker, B. (2019). Corporate governance: Principles, policies, and practices (4th ed.). Oxford University Press.			
Additional textbooks and learning materials:	Relevant laws and case studies provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:				
Course Assignments and Assessments				
Assignments and descriptions:	Case Study Analysis: Analyze legal challenges and governance strategies in a public business or PPP case study. Legal Drafting Exercise: Draft a simple governance or compliance policy for a public business entity. Final Project: Develop a governance strategy or compliance framework for a hypothetical public business, integrating legal, ethical, and sustainability considerations.			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Urban Governance and Development
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	3 rd Semester, Year 2
Class Status:	Elective
Instructor Information	
Name and Last Name:	
Contact information:	
Preferred Method of Contact:	
Office hours:	
Course Description	
Course overview:	Urban Governance and Development examines the challenges and strategies associated with managing urban areas in a sustainable and inclusive manner. This course explores topics such as urban planning, governance structures,

	housing, infrastructure, and community engagement. Students learn about the roles of local governments, private sector partnerships, and civil society in shaping urban environments. Through case studies, simulations, and project work, students gain practical skills in analyzing urban policies and developing strategies that promote sustainable urban development.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> 1. Understand key concepts in urban governance and development (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> ○ Describe principles of urban planning, governance structures, and policy frameworks used in managing urban areas. 2. Identify challenges in urban governance and sustainable development (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> ○ Recognize the social, economic, and environmental factors that influence urban development, including housing, infrastructure, and sustainability. 			
	Skills <ol style="list-style-type: none"> 1. Analyze urban policies and development strategies (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> ○ Evaluate urban governance approaches in case studies, identifying the strengths and weaknesses of various policy interventions. 2. Apply urban planning and governance techniques to hypothetical scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> ○ Use planning tools and frameworks to address urban development challenges, proposing solutions that foster sustainable growth and community well-being. 			
	Competences <ol style="list-style-type: none"> 1. Demonstrate critical thinking in assessing urban governance practices (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Assess the effectiveness of governance strategies in meeting urban development goals, considering factors like equity, sustainability, and resource efficiency. 2. Develop an urban development plan for a public sector project (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> ○ Design a comprehensive urban development proposal, including objectives, stakeholder engagement, and evaluation criteria, aimed at addressing a specific urban issue. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, urban policy analyses, case study evaluations, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	4	15	60
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			15
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, policy analyses, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to urban governance and development: Key principles and frameworks 			

	<ol style="list-style-type: none"> Urban planning and sustainable development goals Governance structures and stakeholder roles in urban areas Housing, transportation, and infrastructure policies Community engagement and public participation in urban governance Case studies on urban development and policy interventions
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> Sassen, S. (2018). Cities in a world economy (5th ed.). SAGE Publications. Campbell, S., & Fainstein, S. S. (2016). Readings in planning theory (4th ed.). Wiley-Blackwell. UN-Habitat. (2020). The New Urban Agenda Illustrated Handbook. United Nations Human Settlements Programme.
Additional textbooks and learning materials:	Supplemental readings, urban planning tools, and case studies provided by the instructor.
Citation format:	APA
Technologies/software/pr programs to be used:	GIS software for urban analysis (e.g., ArcGIS), spreadsheet software for data analysis, and presentation software (e.g., PowerPoint).
Course Assignments and Assessments	
Assignments and descriptions:	<p>Urban Policy Analysis: Reviewing an urban policy initiative, analyzing its objectives, impact, and alignment with sustainable development goals.</p> <p>Case Study Evaluation: Examining urban governance strategies in specific cities, identifying challenges and best practices.</p> <p>Quizzes: Regular quizzes to assess understanding of urban governance principles, planning frameworks, and development challenges.</p> <p>Final Project: Creating a detailed urban development plan for a hypothetical public sector project, including goals, stakeholder roles, and sustainability measures.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

4.4 4th Semester

In the fourth semester of the Public Administration program, students engage in advanced coursework that integrates financial management, human resource strategies, and cross-cultural communication, further developing their expertise in public administration. Public Finance Management introduces students to the financial principles and practices essential for managing public resources effectively. This course covers budgeting processes, revenue generation, expenditure tracking, and financial accountability, giving students the skills needed to handle financial responsibilities in governmental or civil society organizations. By mastering these concepts, students are better prepared to make fiscally responsible decisions that support the sustainability of public initiatives.

The semester also emphasizes the importance of effective personnel management and ethical behavior within public administration. Human Resource Management provides insights into recruitment, training, performance evaluation, and employee relations, all within the context of the public sector. This course prepares students to manage public sector personnel and foster a positive, productive work environment. Work Ethics in Public Administration complements this by exploring ethical frameworks and standards specific to public administration. Students examine case studies and real-world scenarios that highlight the importance of integrity, transparency, and accountability, all critical values for public service professionals.

Intercultural Communication and PR and Comparative Public Policy broaden students' understanding of global public administration practices and cross-cultural interactions. Intercultural Communication trains students in effective communication strategies across cultural contexts, vital for navigating increasingly diverse and globalized public sectors. Comparative Public Policy, on the other hand, offers a global perspective on public administration, analyzing how different country's structure and manage public services. The College-Wide Semester Project rounds out the semester, allowing students to apply their cumulative knowledge and skills in a collaborative, interdisciplinary setting. This integrated approach provides a robust understanding of the organizational, ethical, and financial aspects of public administration, preparing students for more specialized study and practical experience in later semesters in combination with disciplines from other faculties and study programmes.

Syllabuses:

Semester 4		
M/E	Subject	ECTS
M	Public Finance Management	5
M	Human Resource Management	5
M	Intercultural Communication and PR	5
M	Comparative Public Policy	5
M	Work Ethics in Public Service	5
M	Cross Disciplinary Semester Project	5

General Course Information	
Course name:	Public Finance Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	This course, aim to provide a comprehensive understanding of the

	<p>principles and practices of public finance management, emphasizing the specific context of Kosovo. Students will explore key concepts such as budgeting from planning to budget execution, revenue generation, public expenditure, debt management, and financial accountability. The course covers international PFM standards and the legal and institutional frameworks in Kosovo, incorporating case studies and examples. Through lectures, case studies, and assessments, students will develop the skills necessary to analyze and improve PFM practices, ensuring economic stability and effective governance.</p>			
Prerequisites:	None			
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understand core principles of public finance management (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> ○ Describe the budgeting process, revenue management, and expenditure tracking within public sector organizations. 2. Identify the importance of transparency and accountability in financial management (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> ○ Recognize how fiscal responsibility impacts public trust and the effectiveness of public services. <p>Skills</p> <ol style="list-style-type: none"> 1. Analyze public budgets and expenditure reports (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> ○ Use financial analysis techniques to evaluate public budgets, identify spending patterns, and assess fiscal sustainability. 2. Apply budgeting and financial management principles to case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> ○ Develop budgeting plans and proposals for public institutions based on best practices in public finance. <p>Competences</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking in assessing financial policies and practices (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Evaluate financial policies and recommend improvements for enhancing fiscal accountability and resource efficiency. 2. Develop a responsible approach to managing public funds (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> ○ Formulate strategies for ensuring transparency, fiscal responsibility, and efficient allocation of public resources. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, budget analysis exercises, quizzes, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ul style="list-style-type: none"> • Introduction to public finance and fiscal policy • Budgeting processes in public institutions • Revenue generation and financial resources in the public sector • Expenditure management and financial reporting 			

	<ul style="list-style-type: none"> Accountability and transparency in public finance Case studies on effective public finance management
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> Khan, A., & Hildreth, W. B. (2004). <i>Budgeting: Key concepts and issues in fiscal administration</i>. Routledge. Mikesell, J. L. (2017). <i>Fiscal administration: Analysis and applications for the public sector</i> (10th ed.). Cengage Learning. Allen, R., Hemming, R., & Potter, B. H. (2013). <i>The international handbook of public financial management</i>. Palgrave Macmillan.
Additional textbooks and learning materials:	Supplemental case studies, government budget reports, and fiscal policy analyses provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Spreadsheet software (e.g., Excel) for budget analysis, and presentation software (e.g., PowerPoint).
Course Assignments and Assessments	
Assignments and descriptions:	<p>Budget Analysis Exercise: Analyzing a sample budget, identifying trends, and assessing financial sustainability.</p> <p>Case Study Analysis: Reviewing a case study on public financial management, evaluating challenges, and suggesting improvements.</p> <p>Quizzes: Regular quizzes to assess understanding of budgeting and public finance principles.</p> <p>Final Project: Developing a comprehensive public budgeting proposal or fiscal policy plan for a hypothetical government department.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Comparative Public Policy
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Comparative Public Policy provides students with an analytical framework to compare and evaluate public policies across different countries and contexts. The course explores how social, economic, and political factors shape policy-making processes and outcomes globally. Students learn to examine public policy challenges, policy choices, and the effectiveness of

	various approaches to common issues such as healthcare, education, social welfare, and environmental regulation. Through comparative case studies and policy analysis, students develop critical thinking skills for assessing the strengths and limitations of policy approaches in diverse governance environments.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> 1. Understand comparative frameworks in public policy analysis (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> ○ Describe the methods and frameworks used in comparing public policies across countries. 2. Identify the factors influencing public policy differences globally (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> ○ Recognize the role of political, economic, social, and cultural contexts in shaping policy-making and implementation. 			
	Skills <ol style="list-style-type: none"> 1. Analyze public policies across various governance systems (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> ○ Use comparative frameworks to assess the effectiveness of policies in addressing specific public issues. 2. Apply comparative policy analysis to case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> ○ Utilize analytical techniques to evaluate policy outcomes in diverse international contexts, identifying best practices and lessons learned. 			
	Competences <ol style="list-style-type: none"> 1. Demonstrate critical thinking in evaluating policy effectiveness (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Critically assess the strengths and weaknesses of different policy approaches to common public challenges. 2. Develop evidence-based recommendations for policy adaptation (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> ○ Formulate policy recommendations based on comparative analysis, adapting successful strategies to meet local and national needs. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, policy comparison reports, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to comparative public policy and analytical frameworks 2. Political, social, and economic factors in policy-making 3. Comparative case studies on healthcare, education, welfare, and environmental policies 			

	4. Policy diffusion, learning, and transfer between countries 5. Evaluating policy outcomes and identifying best practices 6. Adapting policy strategies to local and regional contexts
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • Dodds, A., & Hughes, O. E. (2017). <i>Comparative public policy</i> (2nd ed.). Palgrave Macmillan. • Hill, M., & Varone, F. (2021). <i>The public policy process</i> (8th ed.). Routledge. • Heidenheimer, A. J., Heclo, H., & Adams, C. T. (2018). <i>Comparative public policy: The politics of social choice in Europe and America</i>. Taylor & Francis.
Additional textbooks and learning materials:	Supplemental readings, case studies, and policy reports provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing public policy case studies from various countries to evaluate policy effectiveness.</p> <p>Policy Comparison Report: Comparing policies on a specific issue (e.g., healthcare or education) across two or more countries, identifying factors that contribute to different outcomes.</p> <p>Final Project: Conducting an in-depth comparative analysis of a chosen public policy issue, developing evidence-based recommendations for adapting effective practices to other contexts.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Human Resource Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Medina Braha
Contact information:	m.braha@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	The course "Human Resource Management" provides a substantial understanding and the role of HRM in achieving success and goals in one organization. This course covers principles, practices, and key concepts of

	HRM focused primarily on strategic and operational aspects. Students will learn about functions, recruitment, selection, training development, performance, and benefits of the management, as well as the relation between the employees, the organizational management, and the legal framework. The objectives of this course are learning the strategic role of HRM in organizations and the selection process, design and implementation of programs, management of employee performance, etc.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand core HRM principles and practices (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe key HRM functions, including recruitment, performance management, and employee development. Identify the role of HRM in public sector effectiveness (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize how HRM influences organizational success and aligns with public service goals. 			
	Skills <ol style="list-style-type: none"> Analyze HRM practices and their impact on organizational performance (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Assess HR strategies, policies, and procedures, evaluating their effectiveness in achieving workforce productivity and engagement. Apply HRM techniques to case studies and real-world scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use HRM tools and concepts to address common HR issues, such as employee motivation, retention, and conflict resolution. 			
	Competences <ol style="list-style-type: none"> Demonstrate ethical decision-making in HR management (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Critically examine HRM decisions to ensure they promote fairness, equality, and ethical practices. Develop strategies for enhancing HR practices in public administration (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Propose HRM policies that foster an inclusive, productive, and ethical workplace, aligning with public service values. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, role-playing exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and project proposals.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to Human Resource Management in the public sector Recruitment, selection, and onboarding practices Employee training and development 			

	4. Performance management and appraisal systems 5. Employee relations, motivation, and conflict resolution 6. Ethics, diversity, and inclusivity in HRM
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • Dessler, G. (2019). Human resource management (16th ed.). Pearson. • Rees, G., & Smith, P. (2017). Strategic human resource management: An international perspective (3rd ed.). SAGE Publications. • Banfield, P., & Kay, R. (2018). Introduction to human resource management (3rd ed.). Oxford University Press.
Additional textbooks and learning materials:	Supplemental readings, case studies, and role-play scenarios provided by the instructor.
Citation format:	APA
Technologies/software/pr ograms to be used:	Spreadsheet software (e.g., Excel) for HR analytics exercises and presentation software (e.g., PowerPoint) for project presentations.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing HRM case studies, evaluating the effectiveness of HR practices in achieving organizational goals.</p> <p>Role-Playing Exercise: Participating in role-play scenarios, such as mock interviews or conflict resolution exercises, to practice HR techniques.</p> <p>Quizzes: Regular quizzes to assess understanding of HRM principles and practices.</p> <p>Final Project: Developing an HRM plan for a hypothetical public sector organization, focusing on recruitment, training, and employee motivation strategies.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Intercultural Communication and PR
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Labinot Hajdari
Contact information:	l.hajdari@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Intercultural Communication and Public Relations provides students with the skills needed to communicate effectively across cultural boundaries

	<p>within public administration. The course covers core principles of intercultural communication, cultural sensitivity, and the role of public relations in managing the image and reputation of public institutions. Students learn strategies for engaging diverse audiences, managing public perceptions, and promoting transparency. Through case studies, role-plays, and PR campaign planning, students gain practical insights into creating inclusive communication strategies in public service contexts.</p>			
Prerequisites:	None			
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understand the principles of intercultural communication and PR (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> ○ Describe key intercultural communication theories and public relations practices relevant to public administration. 2. Identify the challenges of cross-cultural communication in public service (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> ○ Recognize common barriers to effective communication across diverse cultures and how these can impact public perceptions. <p>Skills</p> <ol style="list-style-type: none"> 1. Analyze communication strategies for public relations campaigns (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> ○ Assess the effectiveness of PR campaigns in fostering positive relationships and managing organizational reputation. 2. Apply intercultural communication techniques in case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> ○ Use intercultural communication methods to address real-world scenarios, ensuring inclusive and respectful interactions. <p>Competences</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking in evaluating PR strategies and communication approaches (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> ○ Evaluate existing communication practices, proposing improvements to enhance transparency, inclusivity, and responsiveness. 2. Develop an intercultural PR campaign for a public institution (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> ○ Design a public relations campaign that promotes understanding and engagement with diverse audiences, emphasizing cultural awareness and inclusivity. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, role-playing exercises, and a final PR campaign project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			

Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to intercultural communication and PR in public administration 2. Cultural sensitivity, diversity, and communication barriers 3. Public relations and reputation management for public institutions 4. Strategies for effective intercultural communication 5. Case studies on PR challenges and success stories in public service 6. Designing inclusive and culturally aware PR campaigns
Instructional and Technology Information	
List of required textbooks and learning materials:	<p>Hall, E. T., & Hall, M. R. (1990). Understanding cultural differences. Intercultural Press.</p> <p>Sriramesh, K., & Verčič, D. (2009). The global public relations handbook: Theory, research, and practice (2nd ed.). Routledge.</p> <p>Neuliep, J. W. (2017). Intercultural communication: A contextual approach (7th ed.). SAGE Publications.</p>
Additional textbooks and learning materials:	Supplemental readings, case studies, and PR campaign examples provided by the instructor.
Citation format:	APA
Technologies/software/pr ograms to be used:	Presentation software (e.g., PowerPoint) for PR campaign presentations and access to online resources for researching intercultural communication practices.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing intercultural PR cases to evaluate communication strategies and assess cultural sensitivity.</p> <p>Role-Playing Exercise: Engaging in role-plays to practice intercultural communication and problem-solving within public service settings.</p> <p>Quizzes: Regular quizzes to assess understanding of intercultural communication theories and PR principles.</p> <p>Final Project: Developing an intercultural PR campaign tailored to a public institution, focusing on inclusivity, cultural awareness, and effective public engagement.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Work Ethics in Public Administration
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Labinot Hajdari
Contact information:	l.hajdari@ibcmitrovica.eu
Preferred Method of Contact:	Email

Office hours:				
Course Description				
Course overview:	This course Work Ethics in Public Administration elaborates on the ethical dimensions of public service, principles, and dilemmas that the public servants encounter in their duty. The content is focused on providing the students with an understanding of the role, duties, and responsibilities of the professional administrator, by examining foundational ethical theories and their application in real-world scenarios and practical public service contexts. Students will be able thus to develop their skills and knowledge, ethical decision-making abilities which are necessary to conduct ethical positions in leadership and public service. The course will analyze case studies, discussions, exercises, and best practices that will help them understand the application of ethics in administration and public management.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none">1. Understand core principles of work ethics in public administration (Bloom: Understand, DoK: Level 2)<ul style="list-style-type: none">○ Describe the key components of ethical behavior, codes of conduct, and accountability within public sector organizations.2. Identify the impact of ethical standards on public service outcomes (Bloom: Remember, DoK: Level 1)<ul style="list-style-type: none">○ Recognize how ethical standards shape public trust, service quality, and organizational integrity.			
	Skills <ol style="list-style-type: none">1. Analyze ethical dilemmas in public service contexts (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">○ Evaluate real-world scenarios involving ethical conflicts, applying ethical theories and principles to resolve issues.2. Apply ethical decision-making frameworks to case studies (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">○ Use ethical guidelines and frameworks to assess public sector situations, ensuring accountability and integrity.			
	Competences <ol style="list-style-type: none">1. Demonstrate ethical decision-making in public administration (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">○ Critically assess ethical challenges, proposing solutions that prioritize transparency, accountability, and public interest.2. Develop strategies for promoting ethical practices in public institutions (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">○ Formulate approaches to foster ethical culture within public service organizations, emphasizing integrity and professionalism.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, ethical dilemma exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125

Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.
Main course themes and topics:	<ol style="list-style-type: none"> 1. Introduction to work ethics and professionalism in public service 2. Ethical theories and frameworks for decision-making 3. Codes of conduct, integrity, and accountability in government 4. Transparency and its impact on public trust 5. Analyzing ethical dilemmas in public administration 6. Strategies for fostering an ethical workplace culture
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • Cooper, T. L. (2012). The responsible administrator: An approach to ethics for the administrative role (6th ed.). Jossey-Bass. • Bowman, J. S., & West, J. P. (2018). Public service ethics: Individual and institutional responsibilities. SAGE Publications. • Rohr, J. A. (1998). Public service, ethics, and constitutional practice. University Press of Kansas.
Additional textbooks and learning materials:	Supplemental readings, case studies, and codes of conduct provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing ethical dilemmas in public administration, examining the decisions made and their ethical implications.</p> <p>Ethical Dilemma Exercise: Engaging in scenarios where students must navigate ethical challenges, discussing their reasoning and conclusions.</p> <p>Quizzes: Regular quizzes to assess understanding of ethical theories and accountability practices.</p> <p>Final Project: Developing a proposal for an ethical framework or initiative for a public institution, with practical recommendations to enhance integrity and accountability.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Cross disciplinary Semester Project
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4 th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	
Contact information:	
Preferred Method of Contact:	

Office hours:				
Course Description				
Course overview:	The College-Wide Semester Project is an interdisciplinary project designed to enable students from the Public Administration program to collaborate with peers from the Faculty of International Business Management and the Faculty of Environment, Technology, and IT. Through this collaboration, students will address a complex real-world issue, integrating knowledge from public administration, business, technology, and environmental studies. Working in cross-functional teams, students will engage in research, solution development, and project management, culminating in a comprehensive report and presentation. This course develops skills in teamwork, interdisciplinary problem-solving, and professional communication across sectors.			
Prerequisites:	None			
Course learning outcomes:	Knowledge			
	1. Understand interdisciplinary approaches to public and private sector challenges (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none">Describe how different disciplines—public administration, business, technology, and environmental studies—contribute unique perspectives and solutions to shared issues.			
	2. Identify collaborative project strategies across disciplines (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none">Recognize strategies for effective interdisciplinary collaboration, including coordination of tasks, integration of diverse expertise, and conflict resolution.			
	Skills			
	1. Analyze complex public sector issues through interdisciplinary collaboration (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none">Apply methods from multiple disciplines to assess and address real-world public sector problems, demonstrating an understanding of varied perspectives and approaches.			
	2. Present project findings collaboratively and professionally (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none">Develop and deliver a cohesive project presentation that incorporates contributions from all disciplines, reflecting professional and clear communication.			
	Competences			
	1. Demonstrate teamwork and project management skills in interdisciplinary settings (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none">Effectively manage team roles, responsibilities, and timelines, fostering a collaborative environment that leverages each member’s strengths.			
	2. Create innovative, practical solutions to complex issues by integrating insights from public administration, business, and environmental studies (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none">Formulate comprehensive solutions that address the selected issue from multiple angles, promoting sustainable, ethical, and efficient approaches.			
Learning outcomes verification:	Outcomes will be verified through project proposal evaluations, interdisciplinary teamwork assessments, the final report, and the presentation.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Project Planning and Team	2	4	8

	building			
	Research and Data Collection	2	8	16
	Interdisciplinary Team Meetings	2	10	20
	Report Writing and Documentation	3	10	30
	Self-Study and Reflection	2	15	30
	Presentation Preparation	4	4	16
	Final Presentation			5
	Total			125
Communication/feedback channels:	Students are expected to maintain communication with their project supervisor and team members via email, group meetings, and consultations. Regular feedback will be provided on project milestones, team dynamics, and progress updates.			
Main course themes and topics:	<ol style="list-style-type: none">1. Interdisciplinary approaches to public sector challenges2. Project planning and team building across disciplines3. Integration of knowledge from public administration, business, and environmental studies4. Research and data analysis in an interdisciplinary context5. Effective communication and presentation of collaborative projects6. Case studies of interdisciplinary problem-solving in the public sector			
Instructional and Technology Information				
List of required textbooks and learning materials:	No specific textbook required. Relevant readings, case studies, and interdisciplinary project guides will be provided by the instructor.			
Additional textbooks and learning materials:	Supplemental readings and best practices on interdisciplinary collaboration, as provided by the supervisor.			
Citation format:	APA			
Technologies/software/programs to be used:	Project management software (e.g., Trello, Asana), word processing and presentation software (e.g., Microsoft Word, PowerPoint), and data analysis tools as required.			
Course Assignments and Assessments				
Assignments and descriptions:	<p>Project Proposal: A collaborative document outlining the project’s objectives, interdisciplinary approach, and roles of each team member. This proposal must be approved by the project supervisor.</p> <p>Interdisciplinary Progress Meetings: Regular team meetings to ensure alignment of efforts across disciplines, with updates on research and development.</p> <p>Final Report: A comprehensive report that synthesizes insights from public administration, business, and environmental perspectives. The report should include sections on methodology, findings, and a proposed solution.</p> <p>Final Presentation: A team presentation that demonstrates the interdisciplinary approach and outlines the project’s objectives, methods, findings, and recommendations to a panel of faculty and peers.</p>			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required for team meetings, consultations, and the final presentation, as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submission are not accepted.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

4.5 5th Semester

In the fifth semester of the Public Administration program, students focus on advanced topics that delve into project management, digital governance, and the role of the non-profit sector in public administration. Project Management is a key course in this semester, teaching students how to plan, execute, monitor, and evaluate projects within the public sector. This course emphasizes essential project management methodologies, risk assessment, budgeting, and stakeholder engagement, equipping students with the tools to lead successful projects in governmental and civil society contexts. Through hands-on assignments, students gain practical skills in managing public initiatives from inception to completion.

Digital transformation and the role of technology in governance are also central to this semester. E-Governance explores the application of digital tools and online platforms in public service delivery, focusing on areas such as e-participation, digital transparency, and efficient service provision. Students learn about the benefits and challenges of implementing digital systems within the public sector, including cybersecurity considerations and citizen engagement through digital channels. This course prepares students to contribute to the modernization of public administration by leveraging technology to enhance accessibility, efficiency, and public involvement.

The semester also addresses the impact of civil society through the Non-Profit Sector and Society course, which examines the functions, challenges, and contributions of non-profit organizations in public administration. Students explore how NGOs, social enterprises, and community organizations complement government efforts, promote social change, and address pressing societal issues. This course emphasizes collaboration between public and non-profit sectors, preparing students to work effectively across these fields. Electives such as Negotiation and Conflict Resolution, Public Sector Innovation, and Financial Management and Budgeting allow students to tailor their studies further, enhancing skills in areas such as resource management, innovative public sector solutions, and effective conflict management. Overall, the fifth semester strengthens students' practical skills and strategic understanding, positioning them to take on leadership roles within both public and civil society organizations.

Syllabuses:

Semester 5		
M/E	Subject	ECTS
<i>M</i>	<i>Project Management</i>	5
<i>M</i>	<i>E-Governance</i>	5
<i>M</i>	<i>Non-Profit Sector and Society</i>	5
<i>M</i>	<i>Gender Studies</i>	5
<i>E</i>	<ul style="list-style-type: none"><i>Negotiation and Conflict Resolution</i><i>Public Sector Innovation</i><i>Financial Management and Budgeting</i><i>Public-Private Partnerships</i><i>Advanced Research Methods in Public Administration</i>	5
<i>E</i>		5

General Course Information	
Course name:	Project Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Flamur Abazaj
Contact information:	f.abazaj@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Project Management provides students with the essential skills and knowledge needed to plan, execute, and manage projects within the public sector. This course covers project life cycles, planning methodologies, risk management, budgeting, and evaluation. Students learn to use project management tools and frameworks to enhance project efficiency, accountability, and outcomes. Through practical exercises, case studies, and a final project, students gain hands-on experience in managing complex public sector projects from initiation to completion.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the principles and methodologies of project management (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the phases of a project life cycle, key project management methodologies, and essential tools for project planning and control. Identify common challenges and risks in project management (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize potential obstacles in public sector project management, including resource constraints, stakeholder alignment, and risk factors.
	Skills <ol style="list-style-type: none"> Apply project management tools and techniques to case studies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use tools such as Gantt charts, work breakdown structures, and risk assessment frameworks to organize and manage projects. Analyze project outcomes and performance metrics (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate project success through analysis of project objectives, performance indicators, and stakeholder feedback.
	Competences <ol style="list-style-type: none"> Demonstrate problem-solving and decision-making skills in project contexts (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess project scenarios, propose solutions, and make informed decisions to ensure project success and sustainability. Develop a project plan for a public sector initiative (Bloom: Create,

	DoK: Level 4) <ul style="list-style-type: none">Design a comprehensive project plan, including objectives, timeline, budget, risk assessment, and evaluation strategy, tailored to a public administration context.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, project planning exercises, and a final project.			
15Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, project plans, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to project management and life cycles2. Project planning, scope definition, and task breakdown3. Resource management, budgeting, and scheduling4. Risk assessment and mitigation strategies5. Monitoring, control, and evaluation of projects6. Case studies in public sector project management			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Kerzner, H. (2017). Project management: A systems approach to planning, scheduling, and controlling (12th ed.). Wiley.• Lock, D. (2018). Project management (11th ed.). Routledge.• Project Management Institute. (2017). A guide to the project management body of knowledge (PMBOK® Guide) (6th ed.). PMI.			
Additional textbooks and learning materials:	Supplemental readings, case studies, and practical guides provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:	Project management software (e.g., Microsoft Project, Trello) and spreadsheet tools for planning and budgeting.			
Course Assignments and Assessments				
Assignments and descriptions:	<p>Case Study Analysis: Analyzing real-world project management case studies to evaluate planning, risk management, and outcomes.</p> <p>Project Planning Exercise: Developing a project plan for a hypothetical public sector project, including timeline, budget, and risk assessment.</p> <p>Quizzes: Regular quizzes to assess understanding of project management methodologies and tools.</p> <p>Final Project: Creating a comprehensive project plan for a chosen public sector initiative, covering all phases from initiation to evaluation.</p>			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	E-Governance
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Flamur Abazaj
Contact information:	f.abazaj@ibcmetrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	E-Governance introduces students to the use of digital technologies in public administration and the transformation of government services through digitalization. This course covers the principles of e-governance, online public service delivery, data management, and citizen engagement. Students explore the impact of digital transformation on transparency, accessibility, and efficiency in public administration. Through case studies and practical exercises, students gain insights into the tools and strategies needed to implement and manage e-governance initiatives effectively.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the core concepts and principles of e-governance (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the benefits and challenges of digital governance, including transparency, accessibility, and efficiency. Identify the role of technology in transforming public services (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the impact of digital tools on public service delivery and the structure of public administration.
	Skills <ol style="list-style-type: none"> Analyze case studies of e-governance initiatives (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate real-world e-governance projects, identifying factors that contribute to their success or failure. Apply digital tools and concepts in developing e-governance strategies (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use e-governance tools and frameworks to propose solutions for improving public service delivery.
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in assessing e-governance policies (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess the effectiveness and ethical implications of e-governance policies, focusing on privacy, security, and public access. Develop a digital transformation plan for a public sector organization (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Design a comprehensive e-governance strategy, including key components such as service integration, data management, and citizen engagement.
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, e-governance simulations, and a final project.

Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to e-governance and digital transformation in the public sector2. Principles of transparency, accessibility, and efficiency in e-governance3. Digital tools for public service delivery and citizen engagement4. Data management and security considerations5. Case studies of successful e-governance implementations6. Ethical and policy challenges in digital government			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Scholl, H. J. (2014). E-Government: Information, technology, and transformation (3rd ed.). Routledge.• Heeks, R. (2006). Implementing and managing eGovernment: An international text. SAGE Publications.• Garson, G. D. (2014). Public information technology and e-governance: Managing the virtual state (2nd ed.). Jones & Bartlett Learning.			
Additional textbooks and learning materials:	Supplementary readings, case studies, and e-governance reports provided by the instructor.			
Citation format:	APA			
Technologies/software/programs to be used:				
Course Assignments and Assessments				
Assignments and descriptions:	<p>Case Study Analysis: Analyzing e-governance case studies to evaluate factors impacting the success or failure of digital initiatives.</p> <p>Digital Transformation Exercise: Developing a preliminary e-governance strategy for a hypothetical public service agency.</p> <p>Quizzes: Regular quizzes to assess understanding of e-governance principles, tools, and challenges.</p> <p>Final Project: Creating a comprehensive e-governance plan for a chosen public sector organization, addressing components such as data security, service integration, and citizen engagement.</p>			
Course Policies and Procedures				
Attendance policy:	A minimum of 70% attendance is required as per IBCM’s institutional policy.			
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.			
Student Support Resources				
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.			

General Course Information	
Course name:	Non-Profit Sector and Society
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Labinot Hajdari
Contact information:	l.hajdari@ibcmetrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	<p>The "Non-profit Sector and Society" course offers an in-depth examination of the role and significance of non-profit organizations within the broader social context. Non-profit organizations play a fundamental role in addressing societal needs, inequalities, and human rights non-implementation, advocating for social change, and fostering community development. This course equips students with the knowledge, and skills, and provides a structured approach to understand, analyze, and engage with the non-profit sector and its interaction with society, covering various aspects from organizational management to global perspectives. Through this course, students will gain a comprehensive understanding of the nature, purpose, and diversity of non-profit organizations, including charities, NGOs, foundations, and social enterprises.</p>
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand the structure and role of non-profit organizations in society (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe the core functions, governance structures, and legal frameworks governing NPOs and their contributions to social welfare. Identify the challenges and opportunities in non-profit management (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize issues related to funding, sustainability, and volunteer coordination in the non-profit sector.
	Skills <ol style="list-style-type: none"> Analyze the impact of NPOs on social and community development (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Use case studies to evaluate the effectiveness of NPOs in addressing societal challenges and promoting advocacy. Apply strategic planning and resource management techniques in non-profit contexts (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Develop strategic approaches for resource allocation, stakeholder engagement, and volunteer management within a non-profit organization.
	Competences <ol style="list-style-type: none"> Demonstrate ethical decision-making in non-profit management (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess ethical challenges in non-profit operations and propose solutions that uphold organizational values and public trust. Develop a project proposal for a non-profit initiative (Bloom:

	Create, DoK: Level 4) <ul style="list-style-type: none">Design a comprehensive project proposal, including objectives, funding sources, and stakeholder engagement, tailored to address a specific community need.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, non-profit management exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, presentations, and during consultations.			
Main course themes and topics:	<ol style="list-style-type: none">1. Introduction to the non-profit sector and its societal role2. Governance, structure, and legal frameworks of NPOs3. Funding, sustainability, and resource management4. Volunteer management and community engagement5. Ethical issues and transparency in the non-profit sector6. Case studies on the impact of NPOs on social change			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">Michael J. Worth, "Nonprofit Management: Principles and Practice" 2020, ISBN-10: 1544379986Walter W. Powell, and Richard Steingerg, The nonprofit sector, Yale University Press, ISBN-13: 978-0-300-10903-0, file:///C:/Users/labin/Downloads/C%C3%B3pia%20de%20POWELL,%20Walter%20W.%20STEINBERG,%20Richard%20(Orgs.)%20-%20The%20Nonprofit%20Sector%20-%20A%20Research%20Handbook.pdfChris Lamber, Next Level Nonprofit, 2023Peter F. Drucker, Managing the Non-Profit Organization: Principles and Practices", Published by: Harper Business, 2006, ISBN-10 : 0060851147Charles H. Vogl, The Art of Community: Seven Principles for Belonging, Published by: Berrett-Koehler Publishers, 2016, ISBN-10: 1626568413.Wojcik, P (2022). Addressing social concern through business-nonprofit collaboration: Microfoundations of a firm’s dynamic capability for social responsibility. https://www.sciencedirect.com/science/article/abs/pii/S014829632200073X.Arvidson, M (2013). Social Impact Measurement and Non-profit Organizations: Compliance, Resistance, and Promotion. https://www.researchgate.net/publication/257672495_Social_Impact_Measurement_and_Non-profit_Organisations_Compliance_Resistance_and_Promotion.			
Additional textbooks and learning materials:	<ul style="list-style-type: none">Lage, D, et.al. The Growing Influence of Non-Governmental Organizations: Chances and Risk.			

	<p>https://www.corteidh.or.cr/tablas/r27121.pdf.</p> <ul style="list-style-type: none"> • The law for social enterprises in Kosovo and administrative acts. https://gzk.rks-gov.net/ActDetail.aspx?ActID=18187. • Hoti, H (2020). Role of Nongovernment Organizations in the Development of the Kosovar Society. file:///C:/Users/Pasha/OneDrive/Desktop/IBCM/Non%20profit%20sector%20and%20society/1014-Article%20Text-2006-1-10-20200528.pdf. • Othman, R (2012). Practical Challenges in Managing Non-Profit Organizations (NPO): Tales from Two Neighboring Countries. https://www.researchgate.net/publication/256036672_Practical_Challenges_in_Managing_Non-Profit_Organizations_NPO_Tales_from_Two_Neighbouring_Countries. • Anheir, H (2000). Managing non-profit organizations: Towards a new approach. https://eprints.lse.ac.uk/29022/1/cswp1.pdf. • David W. Young. (2012). Management Control in Nonprofit Organizations. Ninth Edition • Malvern J. Gross, Jr., John H. McCarthy, and Nancy E. Shelmon. (2005). Financial and Accounting Guide for Not-for-Profit Organizations. Seventh Edition. John Wiley & Sons, Inc. https://books.mec.biz/tmp/books/UMJNSZSPEGB2QJ45RC42.pdf • Kosovo Legislation of freedom on association, Official Gazzete: http://gzk.rks-gov.net/
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and word processing tools for project proposals and case study analyses.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing non-profit organizations, assessing their impact on social issues, funding challenges, and community development.</p> <p>Non-Profit Management Exercise: Engaging in an exercise to plan and manage a small-scale non-profit initiative, including budgeting and volunteer coordination.</p> <p>Quizzes: Regular quizzes to assess understanding of non-profit governance, ethics, and operational challenges.</p> <p>Final Project: Creating a project proposal for a non-profit initiative that addresses a specific social need, including goals, target audience, funding plan, and evaluation methods.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Gender Studies
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Judita Hajdari
Contact information:	j.hajdari@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	This course offers an introduction to Women's and Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to become familiarized with basic issues concerning gender, questions and debates in Women's and Gender Studies scholarship, both historical and contemporary perspectives, and a more interdisciplinary approach on contemporary challenges. The class will focus on interactively debating the various issues, and rather than focusing on knowledge-based learning, the topics will be presented to raise curiosity and increase the student's ability to engage in this field creatively and critically. In addition, we will explore the complex ways in which gender intersects with class, race, ethnicity, sexuality and age within various spheres and institutions of society, as well as the future developments and their implications on the meaning of gender we know now, and the projections about the future gender.
Prerequisites:	None
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand key concepts and theories in gender studies (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe fundamental concepts such as gender identity, intersectionality, and patriarchy, and their relevance to social structures. Identify the influence of gender on social policies and public administration (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize how gender considerations impact public policy, resource allocation, and service provision.
	Skills <ol style="list-style-type: none"> Analyze gender-related issues in various social and policy contexts (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate real-world scenarios to assess the implications of gender dynamics in public administration and policy-making. Apply gender analysis frameworks to policy evaluation (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use frameworks like intersectionality and gender mainstreaming to evaluate the effectiveness and inclusivity of public policies.
	Competences <ol style="list-style-type: none"> Demonstrate critical thinking in addressing gender inequalities (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess policies and practices through a gender lens,

	proposing improvements to promote equity and inclusivity. 2. Develop strategies to integrate gender considerations into public service (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none">Formulate recommendations for public administration practices that address gender disparities and enhance inclusivity.			
Learning outcomes verification:	Verifying assignments and classroom delivery against learning outcomes include: <ul style="list-style-type: none">Aligning tasks directly with goal;Using clear grading criteria;Regularly assessing understanding;Applying principles to real scenarios;Analyzing real-life challenges;Encouraging self-awareness through reflection;Adjusting based on assessment and feedback.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none">Introduction to gender studies and key theoretical frameworksGender roles, socialization, and intersectionalityGender equality and inequality in public policy and administrationGender mainstreaming in public service deliveryCase studies on gender in education, health, and economic policyStrategies for promoting gender equity in public institutions			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken. (2017). <i>Introduction to Women, Gender, Sexuality Studies</i>. ISBN 13: 9781945764028Diane Richardson & Victoria Robinson. (2015). <i>Introducing Gender and Women's Studies</i>. Palgrave, ISBN: 978-0-23054-300-3Wollstonecraft, Mary. <i>A Vindication of the Rights of Women</i> 1792Connell, R., Martin, P.Y., Messerschmidt, J.W. and Messner, M.A., 2018. <i>Gender Reckonings: New Social Theory and Research</i>. New York, NY: New York University Press.Beauvoir, & Parshley, H. M. (1997). <i>The second sex</i>. Vintage.Patteman, Carole: <i>The Sexual Contract</i>;Sen, Amartya. "More than 100 Million Women Are Missing." <i>New York Review of Books</i>, December 20, 1990			
Additional textbooks and learning materials:	<ul style="list-style-type: none">Browne, J. (Ed.). (2007). <i>The Future of Gender</i>. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511619205Eagly AH and Sczesny S (2019) Editorial: Gender Roles in the Future? Theoretical Foundations and Future Research Directions. <i>Front. Psychol.</i> 10:1965. doi: 10.3389/fpsyg.2019.01965			
Citation format:	APA			
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and access to online databases for gender studies research.			

Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing case studies that demonstrate gender dynamics and examining policy responses to gender-based issues.</p> <p>Gender Policy Review: Reviewing a policy or public program through a gender analysis framework, assessing inclusivity and potential improvements.</p> <p>Quizzes: Regular quizzes to assess understanding of gender theories, frameworks, and their application in public administration.</p> <p>Final Project: Developing a proposal for integrating gender considerations into a specific area of public service, including strategies to address identified inequalities.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Advanced Research Methods in Public Administration
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Elective
Instructor Information	
Name and Last Name:	
Contact information:	
Preferred Method of Contact:	
Office hours:	
Course Description	
Course overview:	Advanced Research Methods in Public Administration provides students with the tools and techniques necessary to conduct sophisticated research in the field of public administration. This course covers both quantitative and qualitative research methods, with an emphasis on data collection, analysis, and interpretation. Topics include survey design, advanced statistical techniques, case study research, and policy evaluation methods. Through hands-on assignments and a final research project, students gain practical experience in applying research methodologies to address complex public sector issues.
Prerequisites:	Statistics, Qualitative Research Methods and Quantitative Research Methods
Course learning outcomes:	<p>Knowledge</p> <ol style="list-style-type: none"> Understand advanced research methodologies used in public administration (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe research techniques, such as survey design, regression analysis, and case study methods, relevant to public administration contexts. Identify ethical considerations in public administration research (Bloom: Remember, DoK: Level 1)

	<ul style="list-style-type: none">○ Recognize the ethical guidelines and standards that apply to data collection, analysis, and reporting in public sector research.			
	Skills <ol style="list-style-type: none">1. Analyze public administration issues using advanced statistical and qualitative methods (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">○ Employ tools such as regression analysis, content analysis, and cross-tabulation to interpret data and assess public policy outcomes.2. Apply appropriate research techniques to public administration case studies (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">○ Use research tools to address case studies, selecting methods that align with the research question and data available.			
	Competences <ol style="list-style-type: none">1. Demonstrate critical thinking in evaluating research findings (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">○ Assess the validity, reliability, and limitations of research findings, proposing improvements to strengthen the research design.2. Develop a comprehensive research proposal for a public sector study (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">○ Design a research project, including objectives, methodology, data analysis techniques, and ethical considerations, tailored to a public administration issue.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, data analysis exercises, case study evaluations, and a final research project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	4	15	60
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			15
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, data analyses, and the final research project.			
Main course themes and topics:	<ol style="list-style-type: none">1. Advanced quantitative methods: Regression analysis, hypothesis testing, and survey design2. Qualitative methods: Case study, content analysis, and thematic analysis3. Mixed-methods research and combining quantitative and qualitative data4. Ethical considerations and standards in public administration research5. Writing and presenting research findings for public administration audiences6. Designing and conducting policy evaluations			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.• Bryman, A. (2016). Social research methods (5th ed.). Oxford			

	University Press. • Babbie, E. (2020). The practice of social research (15th ed.). Cengage Learning.
Additional textbooks and learning materials:	Supplemental readings, statistical software guides, and case studies provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Statistical software (e.g., SPSS, Stata) for data analysis, qualitative data analysis software (e.g., NVivo), and presentation software (e.g., PowerPoint) for research proposals.
Course Assignments and Assessments	
Assignments and descriptions:	Data Analysis Exercise: Conducting a quantitative or qualitative analysis using real or simulated data, interpreting findings, and assessing limitations. Case Study Evaluation: Reviewing a public administration research case study, evaluating the research methods used and proposing improvements. Quizzes: Regular quizzes to assess understanding of research methods, data analysis techniques, and ethical considerations. Final Project: Developing a research proposal for a public sector issue, including a literature review, methodology, data collection plan, and ethical considerations.
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Financial Planning and Budgeting
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Elective
Instructor Information	
Name and Last Name:	Ruzhdi Halili
Contact information:	r.halili@ibcmित्रोविका.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Financial Planning and Budgeting provides students with the skills and knowledge needed to develop and manage budgets within public administration contexts. This course covers the principles of financial planning, budgeting processes, expenditure tracking, and fiscal accountability. Students will learn how to create budget proposals, monitor financial performance, and apply cost-benefit analysis for decision-making. Through case studies and practical assignments, students will gain hands-on experience in planning and managing public funds, ensuring transparency, and aligning budgets with organizational objectives.
Prerequisites:	None

Course learning outcomes:	Knowledge <ul style="list-style-type: none">1. Understand the principles and practices of financial planning and budgeting (Bloom: Understand, DoK: Level 2)<ul style="list-style-type: none">○ Describe the budget cycle, financial planning strategies, and key concepts in public sector budgeting.2. Identify the role of budgeting in achieving organizational goals (Bloom: Remember, DoK: Level 1)<ul style="list-style-type: none">○ Recognize how budgets support strategic objectives, operational efficiency, and fiscal responsibility within public organizations.			
	Skills <ul style="list-style-type: none">1. Analyze budget proposals and financial performance reports (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">○ Evaluate budget documents and performance metrics to assess financial health and identify areas for improvement.2. Apply budgeting tools and techniques to case studies (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">○ Use tools such as variance analysis and cost-benefit analysis to make informed financial decisions within public administration contexts.			
	Competences <ul style="list-style-type: none">1. Demonstrate critical thinking in financial decision-making (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">○ Assess budgetary options and propose fiscally responsible solutions that align with organizational goals.2. Develop a comprehensive budget plan for a public sector initiative (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">○ Design a detailed budget proposal, including revenue projections, cost estimates, and performance measures, tailored to a public sector project.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, budget analysis exercises, case study analyses, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, budget exercises, and the final project.			
Main course themes and topics:	<ul style="list-style-type: none">1. Introduction to financial planning and budgeting in public administration2. Budget cycle, planning, and preparation of budget proposals3. Revenue forecasting and cost estimation4. Budget execution, monitoring, and control5. Financial reporting, performance analysis, and accountability6. Case studies on public sector budgeting practices			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Mikesell, J. L. (2017). Fiscal administration: Analysis and applications for the public sector (10th ed.). Cengage Learning.• Bland, R. L., & Rubin, I. S. (2019). Budgeting: A guide for local			

	governments (3rd ed.). International City/County Management Association. <ul style="list-style-type: none"> Khan, A., & Hildreth, W. B. (2002). Budget theory in the public sector. Praeger.
Additional textbooks and learning materials:	Supplemental readings, budget templates, and case studies provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Spreadsheet software (e.g., Excel) for budget planning and financial analysis, and presentation software (e.g., PowerPoint) for project proposals.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Budget Analysis Exercise: Analyzing sample budgets to evaluate fiscal responsibility, efficiency, and alignment with organizational goals.</p> <p>Case Study Analysis: Reviewing public sector budgeting case studies to understand budget planning and management challenges.</p> <p>Quizzes: Regular quizzes to assess understanding of financial planning, budgeting principles, and budget analysis techniques.</p> <p>Final Project: Creating a comprehensive budget proposal for a hypothetical public sector project, including revenue forecasts, expense estimates, and performance metrics.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Negotiation and Conflict Resolution
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Elective
Instructor Information	
Name and Last Name:	Judita Hajdari
Contact information:	j.hajdari@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Negotiation and Conflict Resolution provides students with theoretical and practical skills for managing and resolving conflicts in public sector settings. This course covers key negotiation techniques, conflict analysis frameworks, mediation processes, and strategies for constructive dialogue. Students explore how to address and transform conflict effectively in diverse organizational and cultural contexts, with a focus on fostering positive relationships and achieving mutually beneficial outcomes. Through role-plays, case studies, and simulations, students gain hands-on experience in negotiation and conflict management, preparing them for real-world challenges in public administration.

Prerequisites:	None			
Course learning outcomes:	Knowledge <ul style="list-style-type: none">1. Understand key concepts and theories in negotiation and conflict resolution (Bloom: Understand, DoK: Level 2)<ul style="list-style-type: none">o Describe foundational negotiation strategies, conflict analysis models, and methods for resolving disputes in public service contexts.2. Identify the causes and dynamics of conflict in organizations (Bloom: Remember, DoK: Level 1)<ul style="list-style-type: none">o Recognize the sources and escalation patterns of conflict within organizational and cultural settings.			
	Skills <ul style="list-style-type: none">1. Apply negotiation and mediation techniques in case studies and simulations (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">o Use negotiation and mediation tools to manage and resolve conflicts effectively in simulated scenarios.2. Analyze conflict situations and propose resolution strategies (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">o Evaluate real-world conflict cases, identifying underlying issues and designing appropriate intervention strategies.			
	Competences <ul style="list-style-type: none">1. Demonstrate critical thinking and problem-solving skills in conflict resolution (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">o Assess complex conflict situations and propose practical solutions that prioritize fairness and organizational integrity.2. Develop a conflict resolution plan tailored to public administration contexts (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">o Design a comprehensive conflict management plan, including approaches for prevention, intervention, and post-resolution assessment.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, conflict analysis exercises, negotiation simulations, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, role-plays, and the final project.			
Main course themes and topics:	<ul style="list-style-type: none">1. Introduction to negotiation and conflict resolution theories2. Conflict analysis and management frameworks3. Negotiation techniques and strategies for mutual benefit4. Mediation and third-party intervention in conflict5. Cultural considerations in negotiation and conflict management6. Case studies and simulations in public sector conflict resolution			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Fisher, R., Ury, W., & Patton, B. (2011). Getting to Yes: Negotiating Agreement Without Giving In (3rd ed.). Penguin Books.• Moore, C. W. (2014). The mediation process: Practical strategies for resolving conflict (4th ed.). Jossey-Bass.			

	<ul style="list-style-type: none"> Lewicki, R. J., Barry, B., & Saunders, D. M. (2020). Negotiation (8th ed.). McGraw-Hill Education.
Additional textbooks and learning materials:	Supplemental readings, case studies, and conflict resolution guides provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and online platforms for role-playing and simulations.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing real-world cases of conflict resolution, examining the strategies used and the outcomes achieved.</p> <p>Role-Play and Simulation Exercises: Participating in role-plays and simulations to practice negotiation and conflict resolution techniques in a safe environment.</p> <p>Quizzes: Regular quizzes to assess understanding of negotiation concepts, conflict analysis, and mediation strategies.</p> <p>Final Project: Developing a conflict resolution plan tailored to a hypothetical public sector organization, outlining strategies for prevention, intervention, and follow-up.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Public Sector Innovation
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Flamur Abazaj
Contact information:	f.abazaj@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Public Sector Innovation explores how public organizations can drive and implement innovative solutions to improve service delivery, increase efficiency, and respond to societal challenges. This course covers theories and tools for fostering innovation, such as design thinking, digital transformation, and collaborative governance. Students will examine case studies of successful innovations in the public sector and explore strategies for overcoming challenges like limited resources and regulatory constraints. Through practical assignments, discussions, and a final project, students will develop the skills needed to identify opportunities and implement innovation in public service.
Prerequisites:	None

Course learning outcomes:	Knowledge <ul style="list-style-type: none">1. Understand theories and frameworks of public sector innovation (Bloom: Understand, DoK: Level 2)<ul style="list-style-type: none">o Describe the principles of innovation, including the stages of the innovation process and methodologies like design thinking.2. Identify challenges and opportunities for innovation in the public sector (Bloom: Remember, DoK: Level 1)<ul style="list-style-type: none">o Recognize common obstacles and enabling factors for innovation within public organizations, including regulatory and resource constraints.			
	Skills <ul style="list-style-type: none">1. Analyze case studies of innovation in public administration (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">o Evaluate successful and unsuccessful innovation projects, identifying key drivers and lessons learned.2. Apply innovation tools and strategies to public sector scenarios (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">o Use methodologies such as design thinking and lean management to address practical challenges in public sector contexts.			
	Competences <ul style="list-style-type: none">1. Demonstrate problem-solving and critical thinking in fostering innovation (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">o Assess the feasibility and potential impact of proposed innovations, considering constraints and stakeholders' needs.2. Develop an innovation plan for a public sector initiative (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">o Design a structured innovation proposal, including objectives, key actions, stakeholder engagement, and evaluation metrics, tailored to a public service organization.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, innovation case study analyses, project planning exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and the final project.			
Main course themes and topics:	<ul style="list-style-type: none">1. Introduction to innovation in the public sector2. Innovation frameworks and methodologies (e.g., design thinking, agile management)3. Case studies on successful public sector innovation4. Digital transformation and its role in public sector innovation5. Overcoming obstacles to innovation in public administration6. Developing and evaluating innovation strategies for public organizations			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">• Bason, C. (2018). Leading public sector innovation: Co-creating for a better society (2nd ed.). Policy Press.			

	<ul style="list-style-type: none"> • Mulgan, G. (2019). Social innovation: How societies find the power to change. Policy Press. • Eggers, W. D., & Singh, S. K. (2009). The public innovator's playbook: Nurturing bold ideas in government. Deloitte Research.
Additional textbooks and learning materials:	Supplemental readings, innovation case studies, and project guides provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and project management tools for planning and presenting innovation projects.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing case studies on public sector innovation to understand key success factors and challenges.</p> <p>Innovation Workshop Exercise: Participating in a workshop to brainstorm and develop innovative solutions for common public sector challenges.</p> <p>Quizzes: Regular quizzes to assess understanding of innovation principles, frameworks, and tools.</p> <p>Final Project: Developing a comprehensive innovation plan for a public sector organization, detailing the approach, expected outcomes, and evaluation criteria.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Public-Private Partnerships
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	5 th Semester, Year 3
Class Status:	Elective
Instructor Information	
Name and Last Name:	
Contact information:	
Preferred Method of Contact:	
Office hours:	
Course Description	
Course overview:	Public-Private Partnerships (PPP) examines the collaboration between public sector entities and private sector organizations to deliver public services, infrastructure, and projects. The course covers PPP models, contractual frameworks, risk management, financing, and governance. Students explore the advantages and challenges of PPPs and learn to assess their applicability and effectiveness. Through case studies, project planning exercises, and simulations, students gain skills in designing and evaluating PPP arrangements that serve public interest and promote sustainable development.

Prerequisites:	None			
Course learning outcomes:	Knowledge			
	<div><div>1. Understand key concepts and models of Public-Private Partnerships (Bloom: Understand, DoK: Level 2)</div><div><div>○ Describe different types of PPPs, including Build-Operate-Transfer (BOT), Design-Build-Finance-Operate (DBFO), and other models relevant to public infrastructure and service delivery.</div></div></div>			
	<div><div>2. Identify the legal and financial aspects of PPPs (Bloom: Remember, DoK: Level 1)</div><div><div>○ Recognize the regulatory frameworks, financing mechanisms, and contractual structures that define successful PPPs.</div></div></div>			
	Skills			
	<div><div>1. Analyze case studies of PPPs in various sectors (Bloom: Analyze, DoK: Level 3)</div><div><div>○ Evaluate the effectiveness, risks, and outcomes of real-world PPP projects, identifying key success factors and challenges.</div></div></div>			
	<div><div>2. Apply PPP planning techniques to hypothetical scenarios (Bloom: Apply, DoK: Level 3)</div><div><div>○ Use project management tools to develop a preliminary plan for a PPP project, addressing issues such as financing, stakeholder engagement, and risk mitigation.</div></div></div>			
	Competences			
	<div><div>1. Demonstrate critical thinking in evaluating PPP effectiveness (Bloom: Evaluate, DoK: Level 4)</div><div><div>○ Assess the benefits and potential drawbacks of PPPs, proposing ways to improve their impact and sustainability.</div></div></div>			
	<div><div>2. Develop a PPP proposal for a public sector project (Bloom: Create, DoK: Level 4)</div><div><div>○ Design a comprehensive PPP proposal, including project objectives, financial structure, risk-sharing arrangements, and evaluation metrics.</div></div></div>			
Learning outcomes verification:	Learning outcomes will be verified through assignments, PPP analysis exercises, case studies, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	4	15	60
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			15
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case studies, and the final project.			
Main course themes and topics:	<div><div>1. Introduction to Public-Private Partnerships: Definitions, Models, and Structures</div><div>2. Financing mechanisms and risk management in PPPs</div><div>3. Legal and regulatory frameworks for PPPs</div><div>4. Roles and responsibilities of public and private partners</div><div>5. Project planning and management in PPPs</div><div>6. Case studies on successful and unsuccessful PPPs in various sectors</div></div>			
Instructional and Technology Information				
List of required textbooks	<div><div>• Yescombe, E. R. (2018). Public-Private Partnerships for</div></div>			

and learning materials:	<p>infrastructure: Principles of policy and finance (2nd ed.). Elsevier.</p> <ul style="list-style-type: none"> • Grimsey, D., & Lewis, M. K. (2007). Public-private partnerships: The worldwide revolution in infrastructure provision and project finance. Edward Elgar Publishing. • Hodge, G. A., Greve, C., & Boardman, A. E. (2010). International handbook on public-private partnerships. Edward Elgar Publishing.
Additional textbooks and learning materials:	Supplemental readings, case studies, and PPP planning guides provided by the instructor.
Citation format:	APA
Technologies/software/pr ograms to be used:	Spreadsheet software for financial modeling, project management tools for planning, and presentation software (e.g., PowerPoint) for project proposals.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing real-world PPP projects, assessing their design, financing, and impact on public welfare.</p> <p>PPP Planning Exercise: Developing a preliminary PPP proposal for a hypothetical public sector project, focusing on risk management, financial structuring, and stakeholder engagement.</p> <p>Quizzes: Regular quizzes to assess understanding of PPP models, financing mechanisms, and risk-sharing strategies.</p> <p>Final Project: Creating a comprehensive PPP proposal, including project goals, budget, risk assessment, stakeholder roles, and evaluation criteria.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

4.6 6th Semester

In the sixth semester, students focus on leadership and change management, applying their skills to real-world challenges in public administration and civil society. The Public Sector Leadership course prepares students for leadership roles by covering decision-making, strategic planning, and team management in public organizations, with an emphasis on ethical leadership and socially responsible decision-making.

Innovation and Change Management teaches strategies for fostering innovation and managing change within public sector organizations. Students explore change management models, communication strategies, and methods for creating a culture of continuous improvement, equipping them to drive positive transformations in public and civil society settings. The Semester Project serves as a capstone, allowing students to collaborate with public or non-profit partners to apply their knowledge to practical challenges. Electives like Public-Private Partnerships, Advanced Research Methods, and Urban Governance and Development provide additional specialization, preparing students for the complexities of modern public administration.

In the final semester, students complete the program's capstone elements: the BA Thesis and a mandatory Internship. The BA Thesis is a comprehensive research project where students investigate real-world issues in public administration or civil society, applying research methodologies to address topics such as governance challenges or policy impacts. Under faculty guidance, students develop practical, evidence-based solutions, showcasing their ability to critically assess complex problems.

The Internship immerses students in a professional environment within public institutions or non-profit organizations, allowing them to apply their skills directly while gaining insights into public service operations. This hands-on experience strengthens their problem-solving, communication, and professional networks. Together, the thesis and internship mark the culmination of the program, providing graduates with the practical and scholarly foundation needed to excel in public administration and make meaningful contributions to their communities.

Syllabuses:

Semester 6		
M/E	Subject	ECTS
<i>M</i>	<i>Public Sector Leadership</i>	<i>5</i>
<i>M</i>	<i>Innovation and Change Management</i>	<i>5</i>
<i>E</i>	<i>BA Thesis</i>	<i>10</i>
<i>E</i>	<i>Internship</i>	<i>10</i>

General Course Information	
Course name:	Public Sector Leadership
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	6 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Labinot Hajdari
Contact information:	l.hajdari@ibcmistrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	Public Sector Leadership provides students with an understanding of the skills, principles, and challenges involved in leading public organizations. This course examines different leadership theories, ethical considerations, decision-making processes, and the importance of fostering a positive organizational culture. Through case studies, discussions, and practical exercises, students explore leadership approaches tailored to the unique dynamics of the public sector. The course emphasizes skills in strategic thinking, stakeholder engagement, and ethical decision-making, preparing students to lead effectively in public service roles.
Prerequisites:	None
Course learning outcomes:	Knowledge 1. Understand key theories and models of leadership in the public

	sector (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none">Describe different leadership styles, principles, and their applicability within public administration.			
	2. Identify the unique challenges of public sector leadership (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none">Recognize the constraints and opportunities that public leaders face, including ethical dilemmas, stakeholder expectations, and resource limitations.			
	Skills <ol style="list-style-type: none">Analyze leadership scenarios and decision-making processes (Bloom: Analyze, DoK: Level 3)<ul style="list-style-type: none">Evaluate case studies to assess leadership effectiveness, decision-making strategies, and outcomes in public sector contexts.Apply leadership theories to practical situations (Bloom: Apply, DoK: Level 3)<ul style="list-style-type: none">Use leadership frameworks to address real-life public administration challenges, ensuring ethical and effective decision-making.			
	Competences <ol style="list-style-type: none">Demonstrate critical thinking in assessing leadership practices (Bloom: Evaluate, DoK: Level 4)<ul style="list-style-type: none">Assess the effectiveness of different leadership approaches, proposing improvements for fostering a positive and productive organizational culture.Develop a strategic leadership plan for a public sector initiative (Bloom: Create, DoK: Level 4)<ul style="list-style-type: none">Design a leadership strategy that includes goals, stakeholder engagement, and ethical guidelines for a hypothetical public sector organization.			
Learning outcomes verification:	Learning outcomes will be verified through assignments, leadership scenario analyses, case study evaluations, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, case study evaluations, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none">Introduction to public sector leadership theories and modelsStrategic leadership and decision-making in public administrationEthical considerations and integrity in leadership rolesStakeholder engagement and public accountabilityCreating and sustaining a positive organizational cultureCase studies on public sector leadership successes and challenges			
Instructional and Technology Information				
List of required textbooks and learning materials:	<ul style="list-style-type: none">Van Wart, M. (2014). Dynamics of leadership in public service: Theory and practice (2nd ed.). Routledge.Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). SAGE Publications.			

	<ul style="list-style-type: none"> Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2019). Managing human behavior in public and nonprofit organizations (6th ed.). SAGE Publications.
Additional textbooks and learning materials:	Supplemental readings, leadership case studies, and project guides provided by the instructor.
Citation format:	APA
Technologies/software/programs to be used:	Presentation software (e.g., PowerPoint) and online resources for research on leadership practices.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing real-world public sector leadership cases, evaluating the approaches used and their impact on organizational outcomes.</p> <p>Leadership Scenario Exercise: Participating in exercises to practice strategic thinking, decision-making, and stakeholder engagement in public sector contexts.</p> <p>Quizzes: Regular quizzes to assess understanding of leadership theories, ethical considerations, and decision-making processes.</p> <p>Final Project: Creating a strategic leadership plan for a public sector organization, including objectives, stakeholder management, and a code of ethics.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	Innovation and Change Management
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	6 th Semester, Year 3
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Judita Hajdari
Contact information:	j.krasniqi@ibcmirovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	<p>This course explores the dynamic landscape of the public sector, focusing on innovation and change within the public sector. Students will encounter theories, strategies, and practical applications for encouraging innovation, managing change, and improving the delivery system of public services. Through lectures, case studies, discussions, simulations, and projects students will gain practical insights and thematic deep diving into the complexities of positive transformation in the public sector. Throughout the course, students will engage in interactive discussions, group activities, and practical exercises to apply theoretical concepts to real-world scenarios. At</p>

	the end of the course, students are expected to obtain a complete understanding of innovation and change in public administration and will be equipped with the tools and strategies needed to drive positive transformation in the public sector.			
Prerequisites:	None			
Course learning outcomes:	Knowledge <ol style="list-style-type: none"> Understand key concepts and frameworks in change management and innovation (Bloom: Understand, DoK: Level 2) <ul style="list-style-type: none"> Describe change management models and innovation frameworks relevant to public administration contexts. Identify challenges and success factors in organizational change (Bloom: Remember, DoK: Level 1) <ul style="list-style-type: none"> Recognize the obstacles and opportunities that affect the success of change initiatives in public sector organizations. 			
	Skills <ol style="list-style-type: none"> Analyze case studies of innovation and change in public organizations (Bloom: Analyze, DoK: Level 3) <ul style="list-style-type: none"> Evaluate the effectiveness of change management and innovation strategies in real-world scenarios, identifying lessons learned and best practices. Apply change management techniques to hypothetical scenarios (Bloom: Apply, DoK: Level 3) <ul style="list-style-type: none"> Use change management tools to design and manage change processes, addressing resistance and building stakeholder support. 			
	Competences <ol style="list-style-type: none"> Demonstrate problem-solving skills in managing resistance to change (Bloom: Evaluate, DoK: Level 4) <ul style="list-style-type: none"> Assess the factors that contribute to resistance to change and propose solutions to promote acceptance and participation. Develop a comprehensive change management plan for a public sector initiative (Bloom: Create, DoK: Level 4) <ul style="list-style-type: none"> Design an innovation and change management strategy, including objectives, stakeholder engagement, timeline, and evaluation metrics. 			
Learning outcomes verification:	Learning outcomes will be verified through assignments, case study analyses, role-play exercises, and a final project.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Lectures	3	15	45
	Consultations	1	5	5
	Homework	1	15	15
	Self-study	2	15	30
	Assignments/Exams			30
	Total			125
Communication/feedback channels:	Students can reach the instructor via email or attend office hours. Feedback will be provided on assignments, simulations, and the final project.			
Main course themes and topics:	<ol style="list-style-type: none"> Introduction to change management theories and innovation frameworks Organizational readiness and assessing the need for change Leadership roles in driving and sustaining innovation Stakeholder engagement and addressing resistance to change Evaluating and sustaining change initiatives 			

	6. Case studies of successful and unsuccessful change efforts in the public sector
Instructional and Technology Information	
List of required textbooks and learning materials:	<ul style="list-style-type: none"> • Kotter, J. P. (2012). Leading change. Harvard Business Review Press. • Bason, C. (2018). Leading public sector innovation: Co-creating for a better society (2nd ed.). Policy Press. • Cameron, E., & Green, M. (2020). Making sense of change management: A complete guide to the models, tools, and techniques of organizational change (5th ed.). Kogan Page.
Additional textbooks and learning materials:	Supplemental readings, case studies, and simulation guides provided by the instructor.
Citation format:	APA
Technologies/software/pr ograms to be used:	Presentation software (e.g., PowerPoint), project management tools, and online platforms for simulations and role-play exercises.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Case Study Analysis: Analyzing case studies of public sector change initiatives to evaluate success factors and challenges.</p> <p>Change Management Simulation: Engaging in simulations to practice applying change management strategies and addressing resistance in a controlled environment.</p> <p>Quizzes: Regular quizzes to assess understanding of change management and innovation concepts, frameworks, and best practices.</p> <p>Final Project: Developing a comprehensive change management and innovation plan for a hypothetical public sector organization, including a timeline, stakeholder strategy, and evaluation metrics.</p>
Course Policies and Procedures	
Attendance policy:	A minimum of 70% attendance is required as per IBCM's institutional policy.
Late work or assignments policy:	Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.
Student Support Resources	
IT Support and Resources:	Students may contact campus IT support for any technical assistance with presentation software or access to course materials.

General Course Information	
Course name:	BA Thesis
Course number:	
Study Programme:	Public Administration, BA
Number of ECTS:	10 ECTS (250 hours)
Semester and Year:	6th Semester, Year 3
Course Status:	Mandatory
Course Description	
Course overview:	The BA Thesis serves as the capstone project for the Public Administration program, allowing students to conduct an independent, in-depth research study on a topic relevant to public administration or civil society. This course enables students to apply theoretical knowledge, research methodologies, and analytical skills to address complex issues in public service. Under the guidance of a faculty supervisor, students identify a research question, conduct a literature review, gather and analyze data, and present evidence-based conclusions in a formal thesis document. This project demonstrates students' readiness to engage in professional, research-driven roles in public service or pursue further academic studies.
Prerequisites:	Completion of all required coursework in the Public Administration program

Course learning outcomes:	Upon completion of the BA Thesis, students will be able to: <div><div>1. Formulate a clear, researchable question in public administration or civil society.</div><div>2. Conduct a comprehensive literature review to contextualize their research question within the existing field.</div><div>3. Design and execute a research methodology appropriate to their study, gathering and analyzing data rigorously.</div><div>4. Critically assess their findings, discussing implications, limitations, and potential areas for further research.</div><div>5. Demonstrate effective academic writing, structuring, and presentation in the final thesis document.</div></div>			
Learning outcomes verification:	Outcomes will be verified through milestone meetings with the supervisor, a thesis proposal review, and the final submission and evaluation of the BA Thesis by a faculty committee.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Research Planning and Literature Review	5	5	25
	Data Collection and Analysis	10	6	60
	Thesis Writing	10	7	70
	Consultations with Supervisor	1	10	10
	Self-Study and Revisions	5	5	25
	Draft Submissions and Feedback			10
	Final Thesis Preparation and Submission			50
	Total			250
Communication/feedback channels:	Students are required to meet with their supervisor regularly, with consultations scheduled bi-weekly. Feedback is provided at each milestone: thesis proposal approval, draft submissions, and final submission.			
Main course themes and topics:	<div><div>1. Research question formulation in public administration</div><div>2. Literature review techniques and academic writing</div><div>3. Research methodology design (quantitative, qualitative, or mixed methods)</div><div>4. Data collection, organization, and analysis</div><div>5. Discussion of findings, implications, and limitations</div><div>6. Structuring and formal academic presentation of the thesis</div></div>			
Instructional and Technology Information				
List of required textbooks and learning materials:	No specific textbooks are required. Relevant academic journals, research databases, and previous studies will serve as primary resources.			
Additional textbooks and learning materials:	Supplemental materials on research methods and writing guidelines may be recommended by the supervisor based on the student’s research topic.			
Citation format:	APA			
Technologies/software/progr ams to be used:	As required by the thesis methodology.			
Course Assignments and Assessments				
Assignments and descriptions:	<div>Assignments and descriptions:</div> <div><div>1. Thesis Proposal: A brief document outlining the research question, objectives, literature review, and proposed methodology. The proposal must be approved by the supervisor before further research begins.</div><div>2. Draft Submissions: Two draft submissions (mid-thesis and final draft) to assess progress, provide feedback, and adjust as needed.</div><div>3. Final Thesis: A comprehensive, professionally formatted thesis document presenting the research question, methodology, findings, analysis, and conclusions. The final submission will be evaluated by a faculty committee.</div></div>			
Course Policies and Procedures				
Attendance policy:	Regular meetings with the thesis supervisor are mandatory to ensure steady progress.			

	Students are expected to come prepared to discuss their work and incorporate feedback.
Late work or assignments policy:	Milestones, including proposal submission and drafts, must adhere to deadlines set by the supervisor. Extensions may be granted in exceptional cases with prior approval.
Student Support Resources	
IT Support and Resources:	Students have access to campus IT support for any technology-related issues, as well as library resources for academic materials and journals relevant to their thesis research.

General Course Information				
Course name:	Internship in Public Administration			
Course number:				
Study Programme:	Public Administration, BA			
Number of ECTS:	10 ECTS (250 hours)			
Semester and Year:	6 th Semester, Year 3			
Class Status:	Mandatory			
Course Description				
Course overview:	The 6th Semester Internship in Public Administration provides students with practical, hands-on experience in a professional setting relevant to public administration or civil society. This course enables students to apply theoretical knowledge, analytical skills, and ethical principles gained throughout their studies in a real-world environment. By working within a public institution, non-profit organization, or similar entity, students gain insights into the operational dynamics, challenges, and impacts of public service work. The internship serves as both a professional development experience and a final integration of students' academic learning.			
Prerequisites:	Successful completion of previous semesters in the Public Administration program.			
Course learning outcomes:	Upon completion of this internship, students will be able to: <ul style="list-style-type: none">1. Demonstrate the ability to apply public administration theories and concepts in a professional setting.2. Engage in effective communication and collaboration with public or non-profit sector professionals.3. Analyze and reflect on real-world challenges in public service, offering informed, practical solutions.4. Exhibit professional behavior, ethical responsibility, and a commitment to public service values.5. Evaluate their role and impact within the organization, reflecting on their personal and professional growth.			
Learning outcomes verification:	Learning outcomes will be verified through regular evaluations by the internship supervisor, student self-assessments, and a final internship report that reflects on key learnings and contributions.			
Workload Allocation:	Activity	Hours	Weeks	Total
	Internship	20	10	200
	Consultations	1	10	10
	Self-assessment Reflection	4	5	20
	Report Writing	4	5	20
	Total			250
Communication/feedback channels:	Students will maintain regular contact with the Internship Coordinator and on-site supervisor via email and periodic check-in meetings. Feedback will			

	be provided during consultations, mid-term evaluations, and upon completion of the internship.
Main course themes and topics:	<ol style="list-style-type: none"> 1. Application of public administration theories in practice 2. Professional ethics and accountability in the public sector 3. Communication, collaboration, and teamwork in public administration 4. Problem-solving and critical thinking in public service contexts 5. Personal and professional development in a real-world setting
Instructional and Technology Information	
List of required textbooks and learning materials:	No specific textbooks are required; students will rely on knowledge acquired in prior coursework.
Additional textbooks and learning materials:	Supplemental readings may be provided based on the internship organization's requirements and focus area.
Citation format:	APA
Technologies/software/programs to be used:	As per need.
Course Assignments and Assessments	
Assignments and descriptions:	<p>Self-Assessment Reflection: A short-written reflection submitted mid-internship, addressing personal achievements and areas for improvement.</p> <p>Final Internship Report: A comprehensive report detailing the experience, key learning outcomes, challenges faced, and solutions proposed, along with an evaluation of the student's impact within the organization.</p>
Course Policies and Procedures	
Attendance policy:	Full attendance is required during scheduled internship hours, with any absences communicated to both the on-site supervisor and Internship Coordinator.
Late work or assignments policy:	Final report submission must adhere to the deadline set by the Internship Coordinator. Extensions may be granted under extenuating circumstances, with prior approval.
Student Support Resources	
IT Support and Resources:	Students can access campus IT support for any technology issues, as well as the library for resources relevant to their internship and final report.

ANNEX I

STUDYING AT IBCM

Education at IBCM is unique thanks to both the content of our study programmes and our learning model: *From Theory to Practice*, which enables four steps inside the learning process – conceptualization, experimentation, experience and reflection, all of them based on a problem-based learning (PBL) methodology. IBCM is the first College in this area to implement such a model and here, we particularly insist on PBL. Since the very beginning of IBCM, we have consistently applied this innovative learning model in our curricula, and up to now, we are sure it works very well.

Learning activates

Our learning model *From Theory to Practice*, incorporated with PBL, teaches you to think for yourself, conduct individual research and group research, interact and learn from one another. In such an environment:

- you take action instead of just listening and reading
- you learn to ask the right questions, research the right issues and have the right discussions
- you acquire essential skills and prepare yourself for your professional career
- you meet people from practice, since we organize field visits and guest speakers from relevant institutions, linked to topics you will study.

Integrated, multi- and interdisciplinary approach

Education and research at IBCM, in relation to PA programme, focus on social themes that are studied from various disciplines at all relevant levels. We recognize the value of bright, young researchers in contributing to the development of fresh and innovative ideas. That is why we want to get our students acquainted with research and different fields of study right from the start by offering:

- During semesters, certain elective courses are offered, where student can collaborate with their fellows from other spurs, to follow courses different than ones offered at their spur, and finally, to write an interdisciplinary project that requires inter- and multidisciplinary way of thinking.
- Opportunities for exemplary bachelor's students, to further broaden your knowledge and insights, by offering best internship placements, with good employment opportunities.
- As part of your bachelor's programme at IBCM you can get acquainted with a further studying option at any European University, and apply for internship placement, Master level or any relevant programme at another faculty.

Where does IBCM's international strength lie?

IBCM is the most international and fully English spoken College in the Kosovo. Besides this fact, every day you will encounter different languages and cultures, and most study programmes have a decidedly international theme. IBCM bachelor's programmes place heavy emphasis on studying abroad, often stimulating students by proving a large number of exchange and study abroad opportunities. Our college has dozens of international partnerships and student-exchange agreements, and we encourage interdisciplinary and international collaboration.

Our academic environment

This focus on internationalism extends to the classroom, where interaction with students from different cultures, experiences and traditions impacts the education of each person. Interaction using problem-based learning requires that students directly engage one-another to tackle each question and issue. Various perceptions are immediately brought to the fore as students establish what each person already knows and set learning objectives together.

Career

At IBCM you are trained and prepared to be a change maker in the national, regional and international public administration, civil society sectors and more. Our programmes will provide you with the knowledge and skills you need to successfully step into your professional career.

Why do you choose a specific programme?

- you find a programme interesting
- you want to study or do an internship abroad
- you hope to find a challenging job in your area of expertise after you graduate

From graduation to employment

Our learning methodology *From Theory to Practice* is highly effective, as can be seen from the achievements of our graduates. In the labour market they are considered independent, assertive professionals, to whom analyzing problems, structuring information, working as part of an international team, conducting and leading discussions and presenting ideas is second nature.

What are IBCM graduates from PA doing now?

Our graduates from the Public Administration program have successfully transitioned into impactful careers and further academic pursuits, both locally and internationally. Many are employed across various public sector institutions, non-governmental organizations, and private companies, where they serve in roles related to policy analysis, public administration officers, project management, and community development. Others have secured positions within international organizations and development agencies, contributing to policy initiatives and governance reforms. In addition, a significant number of our graduates have chosen to continue their studies at the master's and doctoral levels, specializing in areas such as public policy, international relations, and public management. Their solid foundation from our program has enabled them to pursue advanced studies at respected universities across Europe and beyond, further enhancing their expertise and career prospects.