IBCM Program Handbook

International Management and Sustainability, MSc
Academic Year 2025-26

Program Overview	
Name of the institution	Public International Business College Mitrovica (IBCM)
Faculty/Department	Common institutional program that covers specializations form the: Faculty of Social Science Faculty of International Business Management
Main Campus or Branch	Riverside Campus
Name of the study program	International Management and Sustainability
Person responsible	Prof. Dr. Mihone Kerolli Mustafa Prof. Asst. Agron Hajdari Prof. Asst. Besnik Fetahu Prof. Asst. Hajdin Berisha
NQF Qualification Level	Level 7
Academic degree conferred	Master of Science in International Management and Sustainability
ECTS	120
Erasmus Code	4.0, 14.0, 7.2
Type of study	Full-time
Minimum duration of study	2 years
Permanent staff	Prof. Dr. Mihone Kerolli Mustafa Prof. Asst. Agron Hajdari Prof. Asst. Besnik Fetahu Prof. Asst. Hajdin Berisha

Contents

1.0 Module overviews for the programs

MSc in International Management and Sustainability		
Semester 1 – General Semester		
M/E	***Subject***	***ECTS***
M	*Management, Leadership and Change*	*5*
M	*Financial Management and Planning*	*5*
M	*Analysis and Evaluation of Public Policies for Sustainable Development*	*5*
M	*Circular Economy and Sustainable Development*	*5*
M	*Research Methods in Management Sciences*	*5*
M	*Project Management*	*5*
Semester 2 – Business Management Specialization		
M/E	***Subject***	***ECTS***
M	*Human Resource Management and Development*	*5*
M	*Business Economics*	*5*
M	*Ethics and Corporate Social Responsibility*	*5*
M	*Entrepreneurship and Business Development*	*5*
E	*Students select two courses:* • *Strategic Thinking and Management* • *Global Supply Chain Management* • *Marketing in Global Environment* • *Managing Sales and Customer Relationships* • *Sustainability, Work and Gender*	*2x5*
Semester 2 – Environmental Management Specialization		
M/E	***Subject***	***ECTS***
M	*Sustainable and Innovation of Natural Resource Management*	*5*
M	*Energy Management and Eco-Sustainability*	*5*
M	*Climate Change Adaptation and Mitigation*	*5*
M	*Modeling of Environmental Policies and Decision-Making Process*	*5*
E	*Students select two courses:* • *Multifunctional Agriculture and Sustainable Development* • *Landscape Ecology and Management* • *Natural Disaster Risk Management* • *Life Cycle Assessment* • *Sustainability, Work and Gender*	*2x5*
Semester 2 – Social Management		
M/E	***Subject***	***ECTS***

M	*Social Policies and Development*	*5*
M	*Theoretical Foundation of Social Management*	*5*
M	*Social Work and Social Security Policy*	*5*
M	*Social Innovation and Social Enterprises*	*5*
E	*Students select two courses:* • *Program and Project Evaluation* • *Labor and Welfare Law of the European Union* • *Ethical practices in social service provision* • *Organizational Behavior and Management in Social Context* • *Sustainability, Work and Gender*	*2x5*
Semester 3 – IBCM and Sapienza University of Rome Double Degree Courses		
M/E	***Subject***	***ECTS***
M	*New public governance and co-production for sustainable development*	*6*
M	*Digital transformations for local green transitions*	*6*
M	*Economics of sustainability and business innovation*	*6*
M	*Sustainable labour markets and welfare: actors, institutions, and strategies*	*6*
M	*Network analysis for sustainability plans and policies*	*6*
Semester 4 – Business Management Specialization – IBCM track		
M/E	***Subject***	***ECTS***
M	*Digital Transformation and innovation for Sustainability*	*5*
M	*Business Analysis*	*5*
M	*Thesis Research Writing Seminar*	*5*
M	*Master Thesis*	*15*
Semester 4 – Environmental Management Specialization – IBCM track		
M	*Digital Transformation and innovation for Sustainability*	*5*
M	*Integrated Waste Management*	*5*
M	*Thesis Research Writing Seminar*	*5*
M	*Master Thesis*	*15*
Semester 4 – Social Management Specialization – IBCM track		
M	*Digital Transformation and innovation for Sustainability*	*5*
M	*Strategic Leadership and Governance in Social Organizations*	*5*
M	*Thesis Research Writing Seminar*	*5*
M	*Master Thesis*	*15*
Semester 4 – Sapienza University of Rome Double Degree Courses		
M	*Elective courses: any number up to 12 ECTS. See: https://corsidilaurea.uniroma1.it/en/*	*12*
M	*Workshop class: Multilevel and multistakeholder governance of sustainability*	*3*
M	*Master Thesis*	*15*

2.0 Profile and Learning outcomes

The International Management and Sustainability program at IBCM is a comprehensive four-semester MSc program designed to prepare students for diverse leadership roles in business, environmental, and social management. The curriculum combines a strong theoretical foundation with practical skills, focusing on sustainability, strategic decision-making, and interdisciplinary problem-solving. Students will tailor their education by choosing one of three specializations: Business Management, Environmental Management, or Social Management, enabling them to align their studies with their career goals and interests. Graduates are equipped to address complex challenges in global and regional contexts, fostering innovative solutions and responsible leadership in a rapidly changing world.

2.1 Program Objectives and Learning Outcomes

Program Objectives and Learning Outcomes

The objectives of the degree program in International Management and Sustainability are as follows:

1. **Develop Globally Competent Leaders**
   Equip students with advanced knowledge and management skills to manage and innovate in diverse and multicultural environments, addressing global challenges in business, environmental, and social sectors.
2. **Address Regional Development Challenges**
   Prepare graduates to contribute to the sustainable development of Kosovo and the Western Balkans by addressing economic, environmental, and social management issues unique to the region.
3. **Promote Ethical and Sustainable Management Practices**
   Foster ethical decision-making and sustainable management approaches that align with international standards, addressing the urgent need for responsible leadership in a rapidly evolving global economy.
4. **Advance Knowledge in Specialized Fields of Sustainability**
   Provide in-depth expertise in Business Management, Environmental Management, and Social Management to meet the specific demands of industries and organizations locally and internationally.
5. **Enhance Research and Innovation Capacity**

   Cultivate students' ability to conduct applied and theoretical research, contributing to innovative solutions for complex management and sustainability challenges in Kosovo, the Western Balkans, and globally.

Students in the International Management and Sustainability Master's program will:

- Develop a new type of interdisciplinary professional profile at a Western Balkans level, integrating expertise in business, environmental, and social management.
- Gain the knowledge and skills to engage with international management practices and foster sustainability across economic, environmental, and social domains.
- Acquire an understanding of how to manage a business while considering the implications of decisions on the environment and society, ensuring responsible and ethical management.
- Learn to connect environmental, social, and business management approaches to develop integrative, long-term solutions for challenges in local and international markets.
- Demonstrate ethical responsibility and an advanced understanding of the societal and environmental impact of professional management practices.
- Gain the ability to assess and analyze the business, environmental, and social contexts of local and international markets to create innovative and sustainable strategies.
- Build the capacity to design and implement social initiatives, policies, and programs that contribute to social equity and cohesion in the Western Balkans and beyond.

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 and Understanding

After completing the program, students will:

- Understand the key theories, principles, and concepts related to business, environmental, and social management, integrating both practical and conceptual knowledge (Bloom: Understand; DoK: Level 2 – Skill/Concept).
- Apply advanced qualitative and quantitative methods essential for effective decision-making in business, environmental, and social management (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
- Analyze and critically evaluate theoretical frameworks, reflecting on their practical applications within dynamic socio-economic contexts (Bloom: Analyze/Evaluate; DoK: Level 4 – Extended Thinking).
- Integrate multidisciplinary knowledge to address complex management challenges, specializing in business, environmental sustainability, and social management practices (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Evaluate accountability and sustainability as key factors in corporate and organizational management, aligning with long-term development goals (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
- Engage with emerging research and development in business, environmental, and social management, demonstrating awareness of trends and innovations (Bloom: Understand/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Demonstrate effective decision-making in management contexts, ensuring the efficient implementation of strategies (Bloom: Apply/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Analyze global socio-economic and environmental challenges and develop solutions optimized for dynamic global environments (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).

- Apply relevant theories and scientific methods to address practical issues in business, environmental, and social management (Bloom: Apply; DoK: Level 3 – Strategic Thinking).

Skills and Abilities

After completing the program, students will be able to:

- Independently research, evaluate, and integrate complex information to propose solutions for socio-economic and environmental challenges (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
- Critically and creatively formulate relevant issues and actionable solutions within the program's scope and set timeframes (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Demonstrate proficiency in ethical, scientific, and social decision-making, integrating an awareness of the ethical dimensions of research and practice (Bloom: Apply/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Lead and mobilize professional teams in solving managerial and sustainability challenges across diverse, international, and multicultural contexts (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
- Develop innovative responses to organizational and socio-economic challenges, even in unpredictable environments (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Initiate and implement effective change management strategies across organizational and socio-economic contexts (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Plan and execute significant development or research projects aligned with sustainable development goals (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Design and conduct a master's thesis research project in the fields of business, environmental, or social management (Bloom: Create; DoK: Level 4 – Extended Thinking).

Personal Responsibility and Competences

By the end of the program, students will:

- Design and manage financial and budgeting strategies that support organizational growth in evolving environments (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Lead and mentor professional teams, enhancing organizational performance through knowledge development and evaluation (Bloom: Apply/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Address complex ethical and professional challenges, making sound judgments even in areas not covered by existing professional or ethical standards (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

Below you can also find specific learning outcomes linked to each of the three specializations of the study program:

2.1.1. Business Management Specialization

Knowledge and Understanding:

- Understand advanced principles of business management, sustainability and entrepreneurship, with a focus on global markets (Bloom: Understand; DoK: Level 2 – Skill/Concept).
- Evaluate strategies for enhancing organizational performance and achieving sustainable growth in competitive environments (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

Skills and Abilities:

- Apply advanced management tools and methodologies to solve business challenges and improve operational efficiency (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
- Develop innovative business strategies that align with ethical and sustainable practices (Bloom: Create; DoK: Level 4 – Extended Thinking).

Competences:

- Lead diverse teams and drive organizational change in complex business environments (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Integrate global trends and cultural insights into business decision-making (Bloom: Apply; DoK: Level 3 – Strategic Thinking).

2.1.2. Environmental Management Specialization

Knowledge and Understanding:

- Analyze environmental challenges and opportunities within global and local contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
- Understand sustainability principles and their application to resource management and policy development (Bloom: Understand; DoK: Level 2 – Skill/Concept).

Skills and Abilities:

- Apply environmental management tools and methodologies to develop sustainable solutions (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
- Evaluate environmental policies and strategies for their effectiveness in promoting sustainability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

Competences:

- Design and implement projects focused on sustainable development and resource optimization (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Advocate for environmentally responsible practices in organizational and policy contexts (Bloom: Apply/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).

2.1.3. Social Management Specialization

Knowledge and Understanding:

- Understand core principles of social management, focusing on equity, inclusivity, and social justice (Bloom: Understand; DoK: Level 2 – Skill/Concept).
- Analyze social policies and their impact on community well-being and development (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).

Skills and Abilities:

- Apply social management frameworks to address challenges in diverse organizational and community settings (Bloom: Apply; DoK: Level 3 – Strategic Thinking).

- Develop innovative solutions to improve social services and community outcomes (Bloom: Create; DoK: Level 4 – Extended Thinking).

Competences:

- Lead social initiatives that foster collaboration among stakeholders and drive meaningful change (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Advocate for ethical and socially responsible practices in organizational and community contexts (Bloom: Apply/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).

2.2 Knowledge and Competencies Developed

Students in the MSc program in International Management and Sustainability develop a comprehensive understanding of critical concepts in business, environmental sustainability, and social systems. The program provides in-depth knowledge of organizational management theories, sustainable development strategies, and the ethical frameworks that underpin decision-making in diverse contexts. Students explore topics such as global market dynamics, environmental governance, and social equity, gaining the tools to analyze complex challenges and propose innovative solutions. This multidisciplinary approach equips graduates with the ability to address interconnected global challenges, ensuring they are prepared to lead responsibly in an evolving socio-economic landscape.

The curriculum emphasizes the development of competencies necessary for effective leadership and strategic decision-making. Students are trained to design and execute data-driven research, evaluate policies and strategies, and implement sustainable practices across industries and communities. Through case studies, projects, and interactive learning, they hone skills in stakeholder engagement, problem-solving, and change management. The program instills a commitment to ethical responsibility, equipping students to integrate accountability, inclusivity, and sustainability into their professional practices. Graduates emerge as capable leaders, prepared to manage organizational and societal challenges with integrity and innovation.

2.3 Analytical Skills and Practical Applications

Graduates of the MSc program in International Management and Sustainability excel in performing in-depth literature reviews, conducting data-driven analyses, and employing evidence-based approaches to solve complex business, environmental, and social challenges. The program equips students to work with global and regional databases such as EUROSTAT, World Bank datasets, and environmental monitoring platforms, while mastering analytical tools like stakeholder analysis, SWOT analysis, systems mapping, and decision matrices. Students are trained to critically evaluate data and recommend actionable strategies that address organizational and societal needs.

In line with IBCM's motto, From Theory to Practice, the program emphasizes hands-on learning through practical exercises, case studies, and field experiences. Students engage with leading businesses, government bodies, and non-profit organizations to apply their knowledge in real-world contexts. These activities include field visits to multinational corporations, environmental agencies, and social

enterprises, as well as collaboration with NGOs and local government offices on sustainability and social management initiatives. Through these applied experiences, graduates develop advanced communication, presentation, and problem-solving skills, ensuring they are prepared to lead effectively in dynamic and interdisciplinary environments.

2.4 Future Leaders

The MSc program in International Management and Sustainability is designed to cultivate the next generation of transformative leaders who are equipped to address complex global challenges. Through a multidisciplinary curriculum, the program develops students' ability to think strategically, act ethically, and lead inclusively in dynamic environments. By focusing on business management, environmental sustainability, and social innovation, students gain the knowledge and skills to navigate diverse industries, foster collaboration, and create impactful solutions. The program prepares graduates to take on leadership roles in multinational corporations, public institutions, and non-profit organizations, contributing to sustainable growth and equitable development on both local and global scales.

Students are challenged to approach leadership with a forward-thinking mindset, embracing innovation, adaptability, and cultural sensitivity. The program emphasizes practical learning experiences, enabling students to lead change management initiatives, design sustainable strategies, and drive organizational excellence. Graduates are equipped not only to manage but to inspire, leveraging their expertise to influence policy, transform organizational cultures, and address pressing societal and environmental issues. With a commitment to ethical leadership and a focus on long-term impact, this program empowers students to emerge as visionary leaders ready to shape the future.

2.5 Synergy Between the Three Specializations: Sustainability as the Core Concept

The Master of Science in International Management and Sustainability integrates three specializations—**Business Management**, **Environmental Management**, and **Social Management**—to create a holistic program that addresses sustainability as its core concept. This approach recognizes the interdependence of economic, environmental, and social systems in fostering sustainable development at local, regional, and global levels.

Interdisciplinary Integration

The program is designed to leverage the interconnectedness of the three specializations to prepare students for real-world challenges that require multidimensional solutions:

- **Business Management** equips students with the skills to drive economic growth and organizational efficiency while embedding sustainability into strategic decision-making processes.
- **Environmental Management** focuses on addressing ecological challenges, ensuring that businesses and organizations operate within sustainable environmental limits.
- **Social Management** emphasizes the importance of equity, inclusivity, and societal well-being, ensuring that economic and environmental initiatives support social cohesion and development.

Together, these specializations enable graduates to approach problems with an integrated mindset, balancing profit, planet, and people.

Synergy Among the Three Pillars of Sustainability

The three specializations are intricately aligned with the three pillars of sustainability: economic, environmental, and social sustainability. Economic sustainability is fostered through the Business Management specialization, emphasizing long-term profitability and growth strategies that consider resource constraints. Environmental sustainability is channeled through the Environmental Management specialization, focusing on reducing ecological footprints and promoting renewable and sustainable practices. Social sustainability is addressed through the Social Management specialization, which highlights the importance of inclusive policies, social equity, and community well-being. By weaving these pillars together, the program ensures that graduates can design and implement solutions that balance economic efficiency, ecological responsibility, and societal impact, contributing to sustainable progress in a holistic manner.

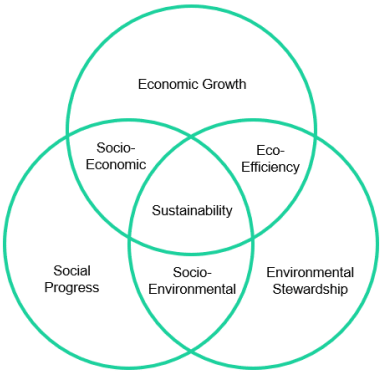

Figure 1. Pillars of Sustainability

Sustainability as the Unifying Framework

Sustainability serves as the unifying framework for the program, guiding the curriculum, teaching methodologies, and research focus. Students are trained to:

- Recognize the interconnected impacts of business decisions on the environment and society.
- Develop sustainable policies and practices that align with global standards, such as the United Nations Sustainable Development Goals (SDGs).
- Innovate solutions that simultaneously address economic, ecological, and social challenges.

Collaborative Learning and Problem-Solving

The program fosters collaboration across specializations through:

- **Interdisciplinary Projects:** Students work in teams to solve complex problems that span all three domains, such as designing sustainable supply chains, creating green business models, or developing inclusive community programs.
- **Shared Core Modules:** Foundational courses emphasize sustainability, systems thinking, and leadership, ensuring that students from all specializations gain a common understanding of key concepts.

Synergistic Outcomes
The synergy between the three specializations enables graduates to:

- Develop sustainable business models that are environmentally sound and socially responsible.
- Advocate for policies and practices that support long-term ecological and societal resilience.
- Lead organizations and initiatives that prioritize ethical management, resource efficiency, and social impact.

Contributing to a Sustainable Future
By specializing in Business Management, Environmental Management, and Social Management, the program produces leaders capable of driving transformative change across industries and communities. This interdisciplinary synergy ensures that graduates are not only equipped to adapt to the complexities of the modern world but also to shape a sustainable and inclusive future within their respective fields.

2.6 Professional Qualifications and Career Readiness

Upon completing the MSc in International Management and Sustainability, graduates are equipped to take on advanced, strategic roles across business, environmental, and social sectors. They are prepared to lead initiatives that drive sustainable development, implement innovative management practices, and address pressing global challenges. With specializations in Business Management, Environmental Management, and Social Management, graduates possess the expertise to manage diverse functions, from corporate strategy and environmental policy design to social innovation and community development. They are adept at navigating complex, interdisciplinary challenges and providing solutions that create long-term value for organizations and society.

This program ensures that graduates are not only experts in their respective fields but also skilled collaborators, capable of working within diverse teams, engaging with stakeholders across sectors, and making decisions grounded in ethical principles. Through a blend of theoretical and practical learning, IBCM cultivates the adaptability and critical thinking required for leadership in today's interconnected global landscape. Graduates are empowered to lead positive, sustainable change in corporate, public, and civil society contexts, contributing meaningfully to the advancement of their organizations and the broader community.

2.7 Potential Careers by Specialization

Business Management Specialization
Graduates specializing in Business Management can pursue careers such as:

- Business Development Manager
- Corporate Strategy Consultant
- Marketing and Sales Manager
- Operations Manager
- Financial Analyst or Planner
- Entrepreneur or Startup Founder
- International Trade Specialist
- Project Manager

- Supply Chain Manager
- Risk and Compliance Manager

Environmental Management Specialization
Graduates specializing in Environmental Management can pursue careers such as:

- Environmental Policy Advisor
- Sustainability Manager
- Climate Change Analyst
- Environmental Consultant
- Corporate Social Responsibility (CSR) Specialist
- Renewable Energy Project Manager
- Environmental Risk Analyst
- Natural Resource Manager
- Circular Economy Specialist
- Environmental Impact Assessor

Social Management Specialization
Graduates specializing in Social Management can pursue careers such as:

- Social Policy Advisor
- NGO Program Manager
- Community Development Officer
- Diversity and Inclusion Specialist
- Social Enterprise Manager
- Humanitarian Aid Coordinator
- Advocacy and Campaign Manager
- Public Affairs Consultant
- Corporate Social Responsibility (CSR) Advisor
- Social Innovation Strategist

3.0 Pedagogical concept

The pedagogical concept of the study program 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 30-50% 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 Master thesis.

The MSc in International Management and Sustainability program places a strong emphasis on reflection as a critical outcome of the learning process. This approach ensures that students develop the ability to critically evaluate their knowledge, skills, and professional practices. The program's pedagogical framework incorporates a diverse range of teaching and learning methods, including problem-based

learning, project-based learning, research-based learning, blended learning, and reflective learning. These methodologies foster active engagement, critical thinking, and the practical application of theoretical knowledge, preparing students to address complex challenges in dynamic and interdisciplinary contexts.

4.0 Degrees and double degrees

The MSc in International Management and Sustainability has a total workload of 120 ECTS and is offered as a double-degree program in partnership with Sapienza University of Rome, Italy. This collaboration allows students to gain a dual qualification, providing them with an academic credential from both IBCM and one of Europe's most prestigious universities.

The awarding of the double degree is based on the alignment of the learning outcomes and credit requirements between the IBCM and Sapienza programs. Both institutions have worked closely to ensure that the curricula are compatible and meet the rigorous academic standards required for this collaboration. This alignment guarantees that students benefit from a seamless academic experience, whether they complete their studies at IBCM or pursue the Sapienza track during the 3rd and 4th semesters.

More information regarding the organization of the double degree studies can be found below in section 5.0.

4.1 Fraud in examinations and plagiarism

Attempt 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.

5.0 Organization of the Program, Double Degree and Curriculum Description and Syllabuses

The MSc in International Management and Sustainability offers students the unique opportunity to pursue a double degree with the prestigious Sapienza University of Rome. This flexible arrangement allows students to choose between completing the program solely with the IBCM degree or opting for the dual-degree track in collaboration with Sapienza. Both pathways are designed to provide students with rigorous academic training while accommodating their individual preferences and career aspirations.

Students pursuing the double-degree track will follow the Sapienza curriculum during their 3rd and 4th semesters. This includes attending courses offered by Sapienza, which align with the program's specializations in Business Management, Environmental Management, and Social Management. The Sapienza track provides an enriched international experience, exposing students to a broader academic perspective, additional research opportunities, and access to Sapienza's renowned faculty and resources. This pathway equips graduates with a globally recognized qualification, enhancing their employability and positioning them for leadership roles in international contexts.

For students who choose to remain on the IBCM track, the program ensures a robust academic experience that remains fully aligned with the requirements of the Sapienza collaboration. The IBCM curriculum for the 3rd and 4th semesters integrates advanced theoretical and practical coursework, emphasizing critical thinking, interdisciplinary collaboration, and professional readiness. Both tracks maintain the program's commitment to sustainability, innovation, and leadership, ensuring all graduates are prepared to excel in a dynamic global environment.

In the below section can be found a more detailed description of the organization and academic content of each semester, whether you are following the Sapienza University of Rome Double Degree track or the IBCM track.

4.1 1st Semester

The first semester of the MSc in International Management and Sustainability program is a shared semester for all students, irrespective of their chosen specialization in Business Management, Environmental Management, or Social Management. This unified approach ensures that all students acquire a strong interdisciplinary foundation, preparing them for the diverse challenges and opportunities in management and leadership roles. The semester emphasizes critical thinking, evidence-based decision-making, and the integration of sustainability principles across various organizational contexts.

Courses such as Management, Leadership and Change introduce students to the core principles of effective leadership, organizational behavior, and change management. Financial Planning equips students with practical knowledge of financial strategies, budgeting, and resource allocation critical for sustainable organizational growth. Analysis and Evaluation of Public Policies for Sustainable Development focuses on the frameworks and methodologies used to assess and design policies that drive sustainable development.

Additionally, students delve into the principles of sustainability with Circular Economy and Sustainable Development, exploring innovative models for resource efficiency and environmental stewardship. Research Methods in Management Sciences provides students with qualitative and quantitative research skills essential for conducting rigorous analysis and addressing complex managerial challenges. Finally, Project Management develops students' ability to design, implement, and evaluate projects, fostering strategic thinking and operational excellence. Collectively, these courses establish a robust academic and professional foundation, enabling students to succeed in their specializations and future leadership roles.

Syllabuses:

Semester 1 – General Semester		
M/E	***Subject***	***ECTS***
M	*Management, Leadership and Change*	*5*
M	*Financial Management and Planning*	*5*
M	*Analysis and Evaluation of Public Policies for Sustainable Development*	*5*
M	*Circular Economy and Sustainable Development*	*5*
M	*Research Methods in Management Sciences*	*5*
M	*Project Management*	*5*

General Course Information	
Course name:	*Management, Leadership and Change*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 hours)*
Semester and Year:	*1st semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Agron Hajdari*
Contact information:	*a.hajdari@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the fundamental principles and practices of management and leadership with a specific focus on driving and managing organizational change. Students will learn to analyze the dynamic relationship between leadership styles, decision-making processes, and change management in diverse organizational contexts. The course emphasizes practical skills and strategies for leading change initiatives, fostering innovation, and aligning management practices with sustainability goals. Through case studies, group projects, and discussions, students will develop the critical thinking and leadership skills necessary to navigate complex and evolving organizational environments.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Explain the foundational concepts of management and leadership, including their roles in organizational effectiveness (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze key theories and models of change management, evaluating their application in different organizational contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe the relationship between leadership styles, decision-making processes, and successful change implementation (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills: • Apply appropriate management and leadership strategies to address organizational challenges and drive change (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Develop action plans and communication strategies for effectively leading change initiatives (Bloom: Create; DoK: Level 4 – Extended Thinking). • Critically evaluate the effectiveness of leadership approaches and change management strategies in case studies and real-world scenarios (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Competencies:

<table>
<tr><td></td><td>

Demonstrate leadership and decision-making skills in group projects and organizational simulations (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
Collaborate with peers to design innovative solutions for managing organizational change (Bloom: Create; DoK: Level 4 – Extended Thinking).
Integrate sustainability principles into management and leadership practices to promote responsible change (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.
Theory-based classes: Case studies and
problem-solving learning will be used to deal with these and other concepts related to Environmental Law and application of Environmental policies on local and regional level
Practical classes: Students will work with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on substance, namely policies and relevant laws.
Other activities
Projects and tutorials will focus on all the work produced by the students, which includes case studies and problem-solving activities.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feed back channels:</td><td>Professors provide 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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.</td></tr>
<tr><td>Main course themes and topics:</td><td>

Introduction to Management and Leadership
Theories and Styles of Leadership
Fundamentals of Change Management
Leadership in Change Implementation
Sustainability in Management and Leadership

</td></tr>
</table>

	• Case Studies and Practical Applications
Instructional and Technology Information	
List of required textbooks and learning materials:	• Yukl, G. A., & Gardner, W. L. (2019). *Leadership in Organizations* (9th ed.). Pearson Education. • Cameron, E., & Green, M. (2023). *Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organizational Change* (6th ed.). Kogan Page.
Additional textbooks and learning materials:	Supplementary materials, case studies, and journal articles provided during the course.
Citation format:	*APA style*
Technologies/software/programs to be used:	**Specific technologies/software/programs to be used in the course*
Course Assignments and Assessments	
Assignments and descriptions:	• Case Study Analysis (30%) a group work: Evaluating the application of change management strategies in real-world scenarios. • Midterm Exam (20%): Testing foundational concepts of management, leadership, and change management theories. • Final Exam (50%): Comprehensive assessment of all course content.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	Introduction to Management and Leadership
Week 2	Leadership Theories and Styles (Part 1)
Week 3	Leadership Theories and Styles (Part 2)
Week 4	Fundamentals of Change Management
Week 5	Lewin's Change Management Model
Week 6	Kotter's 8-Step Change Model
Week 7	Midterm Exam and Review
Week 8	ADKAR Change Model
Week 9	Leadership in Change Implementation

Week 10	Sustainability in Leadership and Change
Week 11	Organizational Culture and Change
Week 12	Case Studies in Leadership and Change
Week 13	Group Project Development
Week 14	Group Project Presentations
Week 15	Course Review and Final Exam

General Course Information	
Course name:	*Financial Management and Planning*
Course number:	/
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 hours)*
Semester and Year:	*1st semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Assoc. Jelena Stanojevic*
Contact information:	*j.stanojevic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course provides students with the theoretical and practical knowledge required for effective financial management and planning in organizational contexts. The course builds on the basic financial tools and aims to develop a deeper understanding of the interaction between shareholders, corporations and the financial markets. It also revisits and further extends the analysis of the finances and financial decisions faced by corporate management. It emphasizes the principles of budgeting, forecasting, and financial decision-making, preparing students to address challenges in resource allocation, risk management, and sustainable financial growth. Through case studies and practical exercises, students will learn to develop comprehensive financial plans, evaluate investment opportunities, and align financial strategies with organizational goals and sustainability objectives.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Explain the fundamental concepts in national and international financial management and its role in business corporations (Bloom: Analyze; DoK: Level 2 – Skills/Concept). • Explain the fundamental principles of financial planning, including budgeting, forecasting, and financial control (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe the relationship between financial management and organizational sustainability (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills: • Access financial information from a wide variety of sources and use this information for research and assess corporations (Bloom: Create; DoK: Level 4 – Extended Thinking). • Apply financial planning techniques, including budgeting and forecasting, to real-world organizational contexts (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate financial strategies and investment opportunities, assessing their risks and benefits (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Competencies:

<table>
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Design sustainable financial strategies that promote long-term organizational success (Bloom: Create; DoK: Level 4 – Extended Thinking).
Communicate financial plans and recommendations effectively to stakeholders through written and oral presentations (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Integrate ethical considerations and sustainability principles into financial decision-making processes (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.
Theory-based classes: Case studies and problem-solving learning will be used to deal with these and other concepts related to Financial Management and Planning
Practical classes: Students will work with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on substance, namely financial management, planning, and policies</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feed back channels:</td><td>

Professor provide 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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.

</td></tr>
<tr><td>Main course themes and topics:</td><td>

Introduction to Financial Management and Planning
Corporate finance
Budgeting and forecasting techniques
Investment analysis and risk management
Sustainability and financial inclusion
Financial planning
Communicating financial plans

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<tr><td colspan="2">Instructional and Technology Information</td></tr>
</table>

List of required textbooks and learning materials:	• Gitman, L., & Zutter, C. (2021) Principles of Managerial Finance. Pearson Education. • Brigham, E., & Houston, J. (2021) Fundamentals of Financial Management. Cengage Learning.
Additional textbooks and learning materials:	Supplementary materials, case studies, and journal articles provided during the course.
Citation format:	*APA style*
Technologies/software/programs to be used:	*QuickBooks* *IBM*
Course Assignments and Assessments	
Assignments and descriptions:	• Case Study Analysis (30%): Applying financial management and planning techniques to real-world scenarios. • Active Participation (10%) • Final Exam (60%): Comprehensive assessment of course content.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits student to save files in Word format ● Adobe Acrobat Reader ● Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	Introduction to Financial Management and Planning
Week 2	Corporate finance
Week 3	Investment decision-making
Week 4	Risk management
Week 5	Capital budgeting
Week 6	Budgeting Techniques
Week 7	Financial planning and evaluating performance
Week 8	Forecasting Models
Week 9	Financial Analysis
Week 10	Case Study Analysis
Week 11	Tools for Financial Control
Week 12	Communication of Financial Plans
Week 13	Sustainability and financial inclusion
Week 14	Sustainability report for sustainable finance

Week 15	Course Review and Final Exam

General Course Information	
Course name:	*Circular Economy and Sustainable Development*
Course number:	*CE*
Study Programme:	*Master on International Management and Sustainability*
Number of ECTS:	*5 ECTS*
Semester and Year:	*1st Semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof Dr. Mihone Kerolli Mustafa*
Contact information:	*m.kerolli@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course will introduce students to the basic concepts of the circular economy, and provides an opportunity for hands-on learning on these topics. Classes will focus on theory to practice model. The course addresses the innovative solutions for the circular economy taking into account technical consideration and business model design. Students will have to apply the principles of the circular economy to real cases and develop skills such as creativity, systems thinking and teamwork though the project.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Explain foundational concepts, values, and principles of social policies and their significance in circular economy and societal development and growth (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Identify and evaluate the impact of green policies on various society development, with a focus on all groups (Bloom: Analyze/Evaluate; DoK: Level 3 – Strategic Thinking). • Analyze the role of EU legislation at the macro level, assessing its implications for economic, environmental and policymaking aspects (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Critically examine environemntal policies, analyzing their goals, underlying values, and implementation strategies (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Apply methods to evaluate the effectiveness of policy implementation and assess measurable outcomes (Bloom: Apply/Evaluate; DoK: Level 3 – Strategic Thinking). • Collect and utilize research evidence to support and propose policy recommendations and improvements (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Compare and analyze circular economy startegies across different international contexts, identifying cross-national approaches to

<table>
<tr><td></td><td>address economic and social problems (Bloom: Analyze/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td></td><td>Competencies:
Demonstrate critical thinking in assessing business planning, identifying strengths, weaknesses, and unintended consequences (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Appreciate cultural diversity and its influence on eceonomical needs and responses, integrating this awareness into policy analysis and sustainable development (Bloom: Understand/Apply; DoK: Level 3 – Strategic Thinking).
Incorporate market needs considerations into policy sustainable development, and prioritizing green transition and environmental protection (Bloom: Create; DoK: Level 4 – Extended Thinking).
Collaborate effectively with teams and diverse stakeholders to analyze, develop, and advocate for equitable and inclusive circular economy strategy (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Learning objectives will be achieved through a combination of lectures, videos, discussion forums, interactive exercises, comprehension questions, projects, assignments, and weekly readings.</td></tr>
<tr><td>Workload Allocation:</td><td><table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures & Practical Part</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>15</td><td>15</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>3</td><td>15</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table></td></tr>
<tr><td>Communication/feedback channels:</td><td>Professor provide 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. Respond to emails within 48 hours.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.</td></tr>
<tr><td>Main course themes and topics:</td><td>What is the circular economy?
The origins and fundamentals of the circular economy
Regulatory trends towards the circular economy
A framework to understand the circular economy
Business value in a circular economy
Regulatory trends towards the circular economy
Longer lasting products</td></tr>
</table>

	• Remanufacturing • E-Waste • Circular strategies and business models with real examples • Circular lifecycle assessment • Ecodesign
Instructional and Technology Information	
List of required textbooks and learning materials:	• Gardetti , M.A, Muthu S.S. (2019). Sustainable Luxury Cases on Circular Economy and Entrepreneurship. Springer Nature Singapore • Larsson M., (2018). Circular Business Models Developing a Sustainable Future. This Palgrave Macmillan Springer. • Mao J., Li CH., Pei Y., Xu L., (2018). Circular Economy and Sustainable Development Enterprises. Springer. • Angelis R.D., (2018). Business Models in the Circular Economy Concepts, Examples and Theory. Palgrave Pivot Sringer Nature. • Weetman, C. (2020). A Circular Economy Handbook: How to Build a More Resilient, Competitive and Sustainable Business. Kogan Page.
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course* • *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* • *SLAB VIEW – A graphical interface for the SLAB model, which simulates the dispersion of heavy gas releases in the atmosphere, useful for accidental spills.* • *CALPUF- A multi-layer, multi-species, non-steady-state puff dispersion model used to simulate the transport, transformation, and removal of air pollutants over long distances and time periods.* • *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	Assignments (case studies) 15 % Active Participation 10 % Seminar 35 % Final exam 40 %
Formatting instruction for assignments:	Written work should adhere to Standard IBCM Policy. Please proofread your papers and e-mail messages before submitting them. The work will be graded based on content, completeness, organization, as well as demonstration of knowledge gained in the course and ability to apply it. All written assignments are checked for plagiarism through the campus-wide plagiarism program.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.

Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course week schedule	
Week 1	• Course introduction and goals
Week 2	• What is a circular economy? • The origins and fundamentals of the circular economy
Week 3	• Regulatory trends towards the circular economy
Week 4	• A framework to understand the circular economy • Business value in a circular economy
Week 5	• Circular Business Models • Making the Business Case and Starting the Journey
Week 6	• Industrial Manufacturing • Longer lasting products and Remanufacturing
Week 7	• E-waste • Circular lifecycle assessment • Case study
Week 8	• Circular strategies and business models with real examples
Week 9	• Enablers and Accelerators
Week 10	• Drivers for Change
Week 11	• Food and Agriculture
Week 12	• Fashion and Textiles • Ecodesign
Week 13	• Consumer Electricals and Electronics
Week 14	• Guest Lecture
Week 15	• Review and discussion

General Course Information	
Course name:	*Research Methods in Management Sciences*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*

Semester and Year:	*1st Semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Bujar Gallopeni and Prof. Asst. Dr. Besnik Fetahu*
Contact information:	*b.gallopeni@ibcmitrovica.eu; b.fetahu@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	*Weekly office hours: via email upon request*
Course Description	
Course overview:	This course is designed to give the students an overview of the conventions on research in management studies. The course focuses on providing a profound understanding of the research process, the role of qualitative and quantitative research methods and outcomes of such research in the broad field of management. The overall goal of the course is to equip the students with the skills and knowledge necessary to identify and address relevant research problem(s) and carry out an appropriate quantitative and qualitative research in the field of management. In this process, the students are expected to gain an understanding of the research approaches and elements of undertaking a research enquiry specifically to provide insights for solving the relevant management problems.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Identify and explain the fundamental concepts and principles of research methods, including their applications in business and management contexts (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Differentiate between qualitative and quantitative data collection and analysis techniques and illustrate their appropriate use in research scenarios (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Interpret research findings and evaluate their significance in relation to theoretical frameworks and business applications (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Summarize and present research results effectively, demonstrating clarity, coherence, and alignment with academic standards (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Skills: • Formulate a concise research problem from an identified business issue, design a plan for data collection, and apply findings to support business decision-making (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Locate, analyze, and synthesize relevant literature in a specific management field to develop a well-founded theoretical framework

<table>
<tr><td></td><td>and clearly defined research questions (Bloom: Analyze/Evaluate; DoK: Level 4 – Extended Thinking).
• Select and implement an appropriate research design—qualitative, quantitative, or mixed methods—to address a specific research problem, while applying ethical principles in the research process (Bloom: Apply/Evaluate; DoK: Level 3 – Strategic Thinking).</td></tr>
<tr><td></td><td>Competencies:
• Design and develop an actionable research proposal, outlining clear objectives, methodology, and an implementation plan for addressing a specific management problem (Bloom: Create; DoK: Level 4 – Extended Thinking).
• Compose a comprehensive research report, effectively present findings to both academic and practitioner audiences, and reflect on the implications for the identified research and management problem (Bloom: Create/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, comprehension questions, quizzes, assignments, and weekly readings.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>15</td><td>15</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>3</td><td>15</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>Professors provide 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.

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.

Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.</td></tr>
</table>

	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.
Main course themes and topics:	● Theory of knowledge, philosophy of science; ● The nature and importance of business and environmental research; ● Development of research proposal: ● Research aims and questions ● Literature review ● Research design ● Development of hypotheses ● Data collection methods in quantitative, qualitative, and/or mixed methods research; ● Data analysis in qualitative, quantitative, and/or mixed-methods research, SPSS; ● Research reporting; ● Communicating research findings.
Instructional and Technology Information	
List of required textbooks and learning materials:	- Remler K, Dahlia and Gregg G. Van Ryzin, (2021).Research - Methods in Practice, Strategies for Description and Causation. - Published by Sage Publications Inc. - - Kenneavy, Kristin et al. (2022). Social Research Methods. - Published by Sage Publication Inc.
Additional textbooks and learning materials:	- Adams, Kathrynn A. and Eva K. McGuire, (2022). Research - Methods, Statistics, and Applications. Published by Sage - Publication Inc. - - Grønmo, Sigmund, (2023). Social Research Methods Qualitative, - Quantitative and Mixed Methods Approaches. Published by Sage - Publication Inc. - * All reading materials for the course will be available on the course (google classroom)*
Citation format:	*APA style*
Technologies/software/ programs to be used:	• *Microsoft project* • *Statsoft Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	• **Active Participation = 15% (of the grade)** • **Course Assignment 1 = 35%** (of grade): Developing a research concept proposal (research aims, research questions and methodological design (*group work*) • **Course Assignment 2** = **50%** (of the grade): Delivering a research project (including performing descriptive & inferential statistical data on given methods) (*group work)*
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.

Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits student to save files in Word format ● Adobe Acrobat Reader ● Stat Soft Software ● Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course lesson schedule	
Week 1	• Introductions • Course description and expectation
Week 2	Introduction to theory of knowledge, philosophy of science Science and pseudo-science – Karl Poper's concept; Interpretivism, Positivism and the "scientific" Methodology
Week 3	Scientific development and paradigms: Kuhn Inductive and deductive research dimensions Research Ethics: - Deontology - Utilitarianism
Week 4	Research types and applied research approaches
Week 5	Research problem formulation and development of research proposal
Week 6	Literature review approaches Research design methods
Week 7	Quantitative & Qualitative Methods Mix research designs
Week 8	Testing and measurement in research Testing standardization
Week 9	Defining variables and variable measurement
Week 10	Surveys - Questionnaire development and implementation Online tools of survey development and applications
Week 11	Quantitative data analysis DESCRIPTIVE Statistics: Measures of central tendency, variability, deviation from normality, size, and stability (Univariate analysis)

Week 12	Quantitative data analysis Inferential statiscits: chi square, t-test, correlation, linear/multiple regression, ANOVA (Bi-multi-variate analysis)
Week 13	Qualitative data analysis Grounded theory & Thematic Analysis Data interpretation and conclusions
Week 14	Writing research report Presentation of research work
Week 15	Course conclusions and summaries

General Course Information	
Course name:	*Analysis and Evaluation of Public Policies for Sustainable Development*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 hours)*
Semester and Year:	*1st Semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Besnik Fetahu*
Contact information:	*b.fetahu@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	*Weekly office hours: via email upon request*
Course Description	
Course overview:	The course delves into sustainable development policy analysis and evaluation using pertinent concepts, frameworks, tools, and methods to assess policy effectiveness. In examining specific case studies, the students will develop their analytical skills to evaluate the issues related to policy formulation, implementation, and results. Topics include policy instruments, stakeholder participation, and evidence-based decision-making. Graduates are equipped to analyze sustainability policies and participate in multi-sectoral decision-making processes with clear guidance.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand key concepts of public policy analysis and their connection to sustainable development (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze the processes of policy evaluation, including criteria for assessing policy outcomes such as effectiveness, efficiency, and equity (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe frameworks for integrating environmental, social, and economic considerations into public policies (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills:

<table>
<tr><td></td><td>

- Apply analytical tools and evaluation techniques to assess public policy impacts (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
- Develop evidence-based recommendations for improving public policies to align with sustainability goals (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Critically evaluate existing policies and assess their alignment with the UN SDGs (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

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Competencies:

- Design comprehensive evaluations of public policies, integrating interdisciplinary perspectives and sustainability principles (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Communicate policy analyses and recommendations effectively to stakeholders in written and oral formats (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Incorporate ethical considerations into policy analysis and evaluation, promoting equity and inclusivity in sustainable development practices (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Policy Analysis Report
Class activity and progressive evaluation
Final Examination</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>Course materials and assignments will be available on Google Classroom. The instructor will be accessible during office hours and via email, with a response time of 48 hours.
Feedback will be provided on assignments and during project development.</td></tr>
<tr><td>Main course themes and topics:</td><td>

- Introduction to Public Policy Analysis and Evaluation
- Policy Effectiveness, Efficiency, and Equity
- Sustainability Dimensions in Public Policies
- Tools and Techniques for Policy Evaluation
- Case Studies on Policy Failures and Successes
- Aligning Policies with the UN Sustainable Development Goals

</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>

- Weimer, D. L., & Vining, A. R**.** (2010) Policy Analysis: Concepts and Practice. Pearson Education.
- Bardach, E. (2023) A Practical Guide for Policy Analysis. CQ Press.

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>* All reading materials for the course will be available on the course (google classroom)</td></tr>
</table>

Technologies/software/ programs to be used:	Microsoft Excel for data analysis Google Classroom for course management
Course Assignments and Assessments	
Assignments and descriptions:	• Active participation in class discussions 10% • Policy Analysis Report (written and presentation) 40% • Final Exam 50%
Formatting instruction for assignments:	Written work should adhere to Standard IBCM Policy. Please proofread your papers and e-mail messages before submitting them. The work will be graded based on content, completeness, organization, as well as demonstration of knowledge gained in the course and ability to apply it. All written assignments are checked for plagiarism through the campus-wide plagiarism program.
Course Policies and Procedures	
Attendance policy:	Attendance is required per institutional regulations
Late work or assignments policy:	Late submissions will be penalized unless prior arrangements are made.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*

Course week schedule	
Week 1	Introduction to Policy Analysis
Week 2	Evaluating Policy Effectiveness
Week 3	Efficiency and Equity in Policies
Week 4	Tools for Policy Evaluation
Week 5	Dimensions of Sustainability
Week 6	Case Studies of Policy Failures
Week 7	Midterm Exam
Week 8	Policy Impacts and the SDGs
Week 9	Stakeholder Perspectives in Evaluation
Week 10	Developing Policy Recommendations
Week 11	Ethical Considerations in Policy
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Communicating Policy Analyses
Week 15	Course Review and Final Exam

General Course Information	
Course name:	*Project Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*1st semester, Year 1*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Dr. Mihone Kerolli*
Contact information:	*m.kerolli@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	The course provides an opportunity to develop skills in Project Management, Operations Management and day to day operations. This course through its cross-disciplinary approach enhance students' knowledge, methods, and approaches from project selection, negotiations, planning and scheduling, cost and budgeting, project control, human resources, environmental impacts, risk management, and financial evaluation. During the process of the project preparation, students will be presented with special outlook on development of project specifically in sustainable growth and with special focus on developing sustainable and long-term effect projects, having in mind other courses on master program and preparing students for practical utilization of obtained knowledge in modern business world.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Integrate knowledge from various disciplines to support the development and implementation of comprehensive projects (Bloom: Apply/Analyze; DoK: Level 3 – Strategic Thinking). • Demonstrate an in-depth understanding of sustainable development considerations in project development and implementation (Bloom: Understand/Analyze; DoK: Level 3 – Strategic Thinking). • Analyze technological and planning issues involved in shifting from product-oriented approaches to sustainability-focused, long-term project strategies (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).

	Skills: • Utilize methodologies and tools to integrate sustainability and environmental and social management principles into project planning and development (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking). • Assess potential benefits and risks during various phases of a project, identifying strategies to optimize outcomes (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Critically evaluate proposed measures in projects and argue for the most effective and sustainable options based on evidence (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Conduct independent research on sustainability, environmental and economic resilience at various scales, utilizing tools to analyze, assess, and evaluate projects, and synthesize results into actionable conclusions presented in written and oral formats (Bloom: Create; DoK: Level 4 – Extended Thinking). • Design and develop projects that ensure high quality and rational use of natural resources, including energy, raw materials, water, and land (Bloom: Create; DoK: Level 4 – Extended Thinking). • Initiate changes in professional environments by proposing innovative solutions and establishing new initiatives, organizations, or enterprises that promote sustainability and resilience (Bloom: Create; DoK: Level 4 – Extended Thinking).
Learning outcomes verification:	*Class Methodology* - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom. ***Development of a group project*** *Theory-based classes*: Case studies and problem-solving learning will be used to deal with these and other concepts related to Project Management. **Assignments and active participation** *Practical classes*: Students will work in groups with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on advanced Project Management Cycle ***Project presentation*** *Other activities* Projects and tutorials will focus on all the work produced by the students, which includes case studies and problem-solving activities.

Workload Allocation:

Activity	**Hours**	**Weeks**	**Total**
Lectures ***Exercises***	3	15	45
Consultations	1	5	5
Group work	1	5	5
Self-study	3	15	45
Assignments/Exams	5	5	25

	Total			125
Communication/feedback channels:	Professor provide 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. Respond to emails within 48 hours. 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. Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. 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.			
Main course themes and topics:	● Project preparation ● Project design and development ● Data collection and analysis ● Sustainability and environment ● Economic potential and benefit ● Stakeholder's participation and awareness in environmental project ● Adding value and assessing the need for different green projects			
Instructional and Technology Information				
List of required textbooks and learning materials:	Kendall, G. I. & Austin, K.M (2012). *Advanced Multi-project Management: Achieving Outstanding Speed and Results with Predictability*. J. Ross Publishing Institute, P.M. (2021). *The Standard of Project management and a Guide to the Project Management Body of Knowledge (PMBOK Guide)*. Project Management Institute Incorporated.			
Additional textbooks and learning materials:	Maraslis, Athanasios; Kourounakis, Nicos (2016), European Commission PM project management methodology guide			
Citation format:	*APA style*			
Technologies/software e/programs to be used:	*Microsoft project* *Statsoft Statistica*			
Course Assignments and Assessments				
Assignments and descriptions:	Active participation 10% Project development-group work 60% Project Presentations 30 %			

Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits student to save files in Word format ● Adobe Acrobat Reader ● Zoom and google meet

Course Week schedule	
Week 1	Context analysis
	Project background
Week 2	Environment/external forces
Week 3	Conduct study /situational analysis
	SWOT analysis
Week 4	Stakeholder Analysis
Week 5	Problem Analysis
	Objective Analysis
	Plan of activities
Week 6	Resource/inputs planning
Week 7	Indicators/measurement of objectives
Week 8	Analysis of assumptions and risks
	Risk analysis and management
Week 9	Research methods
	Data Collection: Approaches, methods and Techniques in projects concerning energy efficiency
Week 10	Data Collection: Secondary resources
	Research and desk study selected topic
	Analyzing Data and monitoring in long term projects
Week 11	Action Research – field study
Week 12	Data processing and presenting- development of optimal data presentation to secure understanding of project goals
Week 13	Selection of topic and brainstorming on topics
Week 14	Environmental management as a lens in looking on projects design
Week 15	Tradeoffs and Do no harm approach in development of projects

4.2 2nd Semester Organization

The second semester marks a pivotal point in the MSc program, as students transition from the shared foundational coursework of the first semester to their chosen specialization in Business Management, Environmental Management, or Social Management. This semester allows students to focus on developing advanced knowledge and skills tailored to their specific areas of interest while continuing to build on the interdisciplinary principles established earlier. By delving into specialized courses and elective options, students begin to deepen their expertise, aligning their studies with their professional aspirations and preparing for more advanced, sector-specific challenges in the following semesters.

4.2.1 2nd Semester – Business Management

In the second semester of the Business Management specialization, students advance their knowledge and skills by focusing on critical aspects of organizational behavior, economic analysis, and ethical practices. Courses such as Human Resource Management delve into effective team management, leadership strategies, and organizational development, preparing students to lead and inspire within diverse professional environments. Business Economics equips students with the analytical tools necessary to assess market dynamics, economic policies, and financial trends, enabling data-driven decision-making in a global context.

The semester also emphasizes ethical decision-making and innovation through courses like Ethics and Corporate Social Responsibility, where students explore the intersection of business, society, and sustainability, and Entrepreneurship and Business Development, which fosters creative thinking and equips students to identify and develop viable business opportunities. These courses cultivate a blend of strategic, ethical, and entrepreneurial skills essential for success in today's competitive and interconnected business environment.

Students can further tailor their learning through a selection of electives, including Strategic Thinking and Management, Global Supply Chain Management, Marketing in Global Environment, Managing Sales and Customer Relationships, and Sustainability, Work, and Gender. These electives allow students to explore specialized areas of interest, enhancing their understanding of global business trends and sustainable practices. The semester's integrated approach ensures that students are well-prepared for advanced topics in their specialization and equipped to tackle real-world challenges with confidence and competence.

Syllabuses:

Semester 2 – Business Management Specialization		
M/E	***Subject***	***ECTS***
M	*Human Resource Management and Development*	*5*
M	*Business Economics*	*5*
M	*Ethics and Corporate Social Responsibility*	*5*
M	*Entrepreneurship and Business Development*	*5*

E	*Students select two courses:* • *Strategic Thinking and Management* • *Global Supply Chain Management* • *Marketing in Global Environment* • *Managing Sales and Customer Relationships* • *Sustainability, Work and Gender*	*2x5*

General Course Information	
Course name:	*Human Resource Management and Development*
Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Business Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Medina Braha*
Contact information:	*m.braha@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course provides students with an in-depth understanding of Human Resource Management (HRM) and Development (HRD) in the context of modern organizations. It examines HRM strategies, talent acquisition, performance management, training, and development, emphasizing their alignment with organizational goals and sustainability. Students will explore theories and practices that foster innovation, employee engagement, and ethical leadership in HR. Through case studies and practical exercises, students will learn to design HR policies and strategies that contribute to individual and organizational growth.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand the fundamental principles and practices of HRM and HRD, including recruitment, selection, training, and development (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe the role of HRM and HRD in achieving organizational effectiveness and sustainability goals (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze key HR strategies and policies, evaluating their impact on organizational performance and employee well-being (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Discuss and critically evaluate the relationship between HRM and organisational performance (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking). • Assess and critique the alternative perspectives on HRM and discuss contemporary issues (Bloom: Evaluate/Apply; DoK: Level 4 – Extended Thinking).
	Competencies: • Assess the effectiveness of human resource management functions in different business scenarios (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Create an effective and efficient human resource program and policy (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).

<table>
<tr><td>Learning outcomes verification:</td><td colspan="4">• Final exam
• HR program and policy design project
• Active participation</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">All course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">1. Introduction to HRM and HRD
2. Recruitment and Talent Acquisition
3. Performance Management and Employee Engagement
4. Training, Development, and Career Planning
5. Diversity, Equity, and Inclusion in HRM
6. Aligning HR Strategies with Sustainability Goals</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• BDessler, G. (2020). Human Resource Management. Pearson Education.
• Armstrong, M. (2023). Armstrong’s Handbook of Human Resource Management Practice. Kogan Page.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">Course material published in google classroom, Jstore –e library.</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA style</td></tr>
<tr><td>Technologies/softwar e/programs to be used:</td><td colspan="4">IBCM University Management Platform,
BambooHR</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">• Group work (30%): Designing an HR program and policy project aligned with sustainability goals.
• Final Exam (60%): Comprehensive assessment of all course content.
• Active participation (10%)</td></tr>
<tr><td colspan="5">Course Policies and Procedures</td></tr>
<tr><td>Attendance policy:</td><td colspan="4">College regulations apply to attendance.</td></tr>
<tr><td>Late work or assignments policy:</td><td colspan="4">Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.</td></tr>
<tr><td colspan="5">Student Support Resources</td></tr>
<tr><td>IT Support and Resources:</td><td colspan="4">• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don’t have a device at home)
• Email account (college email)</td></tr>
</table>

	• Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*

Course Week schedule	
Week 1	Introduction to HRM and HRD
Week 2	Recruitment and Talent Acquisition
Week 3	Performance Management Systems
Week 4	Training and Development
Week 5	Diversity, Equity, and Inclusion
Week 6	Aligning HR Strategies with Sustainability
Week 7	Aligning HR Strategies with Sustainability
Week 8	Employee Retention and Succession Planning
Week 9	HR Analytics and Decision-Making
Week 10	Organizational Culture and HRM
Week 11	Ethics in HRM
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Communicating HR Strategies
Week 15	Course Review and Final Exam

General Course Information	
Course name:	*Business Economics*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Business Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Milan Veselinovic*
Contact information:	*m.veselinovic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course examines key principles of business economics and their application to decision-making within organizations. Students will explore microeconomic and macroeconomic concepts, market structures, cost analysis, and economic forecasting. The course emphasizes the economic factors influencing organizational strategies, efficiency, and sustainability. Through case studies, data analysis, and policy discussions, students will gain the skills to apply economic principles to solve real-world business challenges and contribute to organizational growth.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Apply economic principles to evaluate business scenarios and formulate strategies for market entry, pricing, and competition (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Develop economic models and forecasts to support decision-making and organizational planning (Bloom: Create; DoK: Level 4 – Extended Thinking). • Critically evaluate the impact of policy changes and economic trends on business sustainability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Skills: • Apply economic principles to evaluate business scenarios and formulate strategies for market entry, pricing, and competition (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Develop economic models and forecasts to support decision-making and organizational planning (Bloom: Create; DoK: Level 4 – Extended Thinking). • Critically evaluate the impact of policy changes and economic trends on business sustainability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Competencies: • Design economic strategies that balance profitability, efficiency, and sustainability (Bloom: Create; DoK: Level 4 – Extended Thinking).

<table>
<tr><td></td><td colspan="4">• Communicate economic analyses effectively to stakeholders using appropriate data visualization and presentation tools (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
• Incorporate ethical considerations into economic decision-making, promoting responsible business practices (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Midterm examination
Final exam
Group presentations and participation</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">All course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">7. Introduction to Business Economics
8. Microeconomics: Demand, Supply, and Market Structures
9. Cost Analysis and Pricing Strategies
10. Macroeconomic Policies and Global Trends
11. Economic Forecasting and Business Planning
12. Sustainability and Economic Decision-Making</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Mankiw, N, Taylor, M. & Ashwin, A. (2019). Business Economics. Cengage Learning</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">• Dransfield, R. (2024). Business Economics. Routledge
• Sloman, J. (2016). Economics for Business. Pearson Education.</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA style</td></tr>
<tr><td>Technologies/softwar e/programs to be used:</td><td colspan="4">/</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">• Midterm Exam (20%): Assessing foundational knowledge of business economics principles.
• Case Study Analysis (30%): Application of economic theories to real-world business challenges.
• Final Exam (50%): Comprehensive assessment of all course content.</td></tr>
<tr><td colspan="5">Course Policies and Procedures</td></tr>
<tr><td>Attendance policy:</td><td colspan="4">College regulations apply to attendance.</td></tr>
</table>

Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	Introduction to Business Economics
Week 2	Supply, Demand, and Market Structures
Week 3	Cost Structures and Pricing Strategies
Week 4	Microeconomic Applications
Week 5	Macroeconomic Policies
Week 6	Global Economic Trends
Week 7	Midterm Exam
Week 8	Economic Forecasting Techniques
Week 9	Data Analysis in Economics
Week 10	Sustainability in Economic Decisions
Week 11	Policy and Business Sustainability
Week 12	Case study analysis
Week 13	Case study analysis
Week 14	Economic Analyses Review
Week 15	Course Review

General Course Information	
Course name:	*Ethics and Corporate Social Responsibility*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Business Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Dr. Dukagjin Abdyli*
Contact information:	*d.abdyli@ibcmitrovica.eu*
Preferred Method of Contact:	*email*
Office hours:	*/*Weekly office hours: with email upon request*
Course Description	
Course overview:	Ethics and Corporate Social Responsibility aims to explore corporate social responsibility in the wider framework of business ethics, showing how it can be an innovative way to create value for all the stakeholders. This course introduces students to the theory and practice of responsible business in the perspective of ethics and legitimacy. The course focuses on major theories of corporate social responsibility and business ethics, relating them to corporate practices, emerging trends, and requirements of legitimacy. The course provides insight into the ethics and responsibilities of companies in relation to business and society, with in-depth case studies of companies in an international and global perspective. Students gains knowledge of corporate ethics and responsibility in relation to topical dilemmas concerning the relationship of companies with the outside world and democratic legitimacy.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand the ethical foundations necessary to evaluate and interpret corporate behavior in relation to corporate social responsibility (CSR) (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Apply key normative ethical theories and distinguish their roles in ethical argumentation and decision-making (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Explain how companies can assume moral responsibility, establish legitimacy, and integrate principles of social responsibility, sustainability, and ethical leadership into their practices (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills: • Evaluate the implications of a company's CSR decisions from multiple perspectives, including ethical, strategic, financial, accounting, and legal viewpoints (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Utilize management tools to design and implement CSR strategies, including selecting appropriate indicators and developing evaluation systems for CSR initiatives (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).

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- Analyze emerging models of responsible business practices, examining examples of good practices and their application across various industry sectors (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).

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Competencies:

- Design CSR action plans and strategies aimed at enhancing trust in the company, improving relationships with stakeholders, and increasing legitimacy, reputation, and social prestige (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Link economic activities to pressing social challenges and contribute constructively to ethical debates on the role of businesses in societal value creation (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).
- Reflect critically on norms, practices, and decisions that either support or undermine sustainability, ensuring alignment with the planet's tolerance limits (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Mid-term examination
Final exam</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feed back channels:</td><td>All course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td>

13. Corporate social responsibility
14. Business ethics
15. Ethics in finance
16. Codes of behaviour
17. Sustainability
18. Managing a sustainable business
19. Business information and conflict of interest
20. Governance, accountability and compliance

</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>

- John R. Boatright, Jeffery Smith (2021), Ethics and the Conduct of Business, Publisher: Pearson, 8th edition

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>

- Tom Cannon (2012), Corporate Responsibility: Governance, compliance and ethics in a sustainable environment

</td></tr>
<tr><td>Citation format:</td><td>APA style</td></tr>
<tr><td>Technologies/softwar e/programs to be used:</td><td></td></tr>
</table>

Course Assignments and Assessments	
Assignments and descriptions:	Students are graded through a mix of examinations and class work. The assessment is divided in two parts: 1) Midterm examination is an exam which is given during the middle of the semester (30%), and 2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 60% of overall course grade 3) Active participation (10%)
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits student to save files in Word format ● Adobe Acrobat Reader Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	Introduction - Outline of the course - Aim of the course
Week 2	Ethics in the world of business - Ethical decision making - Ethical theories - Global political corporations and business ethics
Week 3	Business information and conflict of interest
Week 4	Discrimination and affirmative action
Week 5	Codes of behaviour
Week 6	Corporate social responsibility: the emerging agenda
Week 7	The corporate and social/economic challenge
Week 8	The nature and evolution of corporate governance - Standards, safety and security
Week 9	The greening of economies and corporations – the sustainability challenge Midterm examination
Week 10	Sustainability – the opportunities and challenges - Managing a sustainable business
Week 11	Sustainability, CSR and ethical principles: environmental dimensions of business ethics
Week 12	Business ethics and CSR in the different fields of business

Week 13	Critical conceptions of CSR and business ethics Discussion of cases of managing legitimacy in business corporations
Week 14	Governance, accountability and compliance
Week 15	Review and preparation for the exam

General Course Information	
Course name:	*Global Supply Chain Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Business Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Milan Veselinovic*
Contact information:	*m.veselinovic@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course examines the principles, strategies, and practices of managing supply chains in a globalized business environment. Topics include supply chain design, procurement, logistics, risk management, sustainability, and technology integration. Students will explore the complexities of global supply networks and develop strategies for enhancing efficiency, resilience, and sustainability. Through case studies, simulations, and practical projects, students will learn to analyze and address supply chain challenges in diverse organizational and geographical contexts.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand the fundamental concepts, principles, and strategies of global supply chain management (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze the complexities and interdependencies within global supply chains, including procurement, logistics, and distribution (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe the role of technology and data analytics in optimizing global supply chain operations (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills • Apply supply chain management tools and techniques to real-world challenges, enhancing operational efficiency and resilience (Bloom: Apply; DoK: Level 3 – Strategic Thinking).

<table>
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- Evaluate supply chain strategies for their effectiveness in mitigating risks, reducing costs, and promoting sustainability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
- Develop innovative supply chain solutions that leverage technology and address global business trends (Bloom: Create; DoK: Level 4 – Extended Thinking).

</td></tr>
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Competencies:

- Design global supply chain strategies that integrate sustainability, ethical practices, and operational efficiency (Bloom: Create; DoK: Level 4 – Extended Thinking).
- Communicate supply chain strategies and solutions effectively to diverse stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Incorporate risk management and resilience-building practices into global supply chain operations (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Final exam
Case study analysis
Active Participation</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>

- Course materials and assignments will be uploaded to Google Classroom.
- The instructor will be available during office hours and via email, with a response time of 48 hours.
- Feedback on assignments and projects will be provided regularly.

</td></tr>
<tr><td>Main course themes and topics:</td><td>

- Introduction to Global Supply Chain Management
- Supply Chain Design and Procurement
- Logistics and Distribution in Global Markets
- Supply Chain Risk Management and Resilience
- Technology and Data Analytics in Supply Chains
- Sustainability and Ethics in Global Supply Chains

</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>

- Chopra, S. Supply Chain Management: Strategy, Planning, and Operation. Pearson Education. (2021)
- Christopher, M. Logistics and Supply Chain Management. Pearson Education.(2022)

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>All reading materials for the course will be available on the course (google classroom)</td></tr>
<tr><td>Citation format:</td><td>APA style</td></tr>
</table>

Technologies/software/ programs to be used:	*Openboxes- free*
Course Assignments and Assessments	
Assignments and descriptions:	• Active Participation (20%): Assessing foundational knowledge of global supply chain concepts and strategies. • Case Study Analysis (30%): Evaluating real-world supply chain challenges and proposing solutions. • Final Exam (50%): Comprehensive assessment of all course content.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and supply chain software • Digital access to library resources
Course lesson schedule	
Week 1	Supply Chain Operations and Management in the Global Environment
Week 2	Supply Chain Design in the Global Market
Week 3	Procurement Management and Partnerships - *Importance of Production and Procurement Plans* - *Framework for Global networking of Supply Chain Drivers* - *Benefits of Partnerships in Procurement and Production* - *Case Study*
Week 4	Logistics and Distribution - *Importance of Adjusting of Logistics* - *Resource Management Challenge* - *Distribution in Time – Importance of Pull Concept*
Week 5	Risk Management in Supply Chains - Risk Identification and Risk Assessment, Risk Options, Risk Monitoring
Week 6	Supply Chain Resilience - *Diversification of Suppliers* - *Flexibility of Supply Chain Operations* - *Stocks Management* - *Planning and Cooperation in Time*
Week 7	Case study
Week 8	Sustainability Challenge of Supply Chains in Modern Era
Week 9	Ethical Practices in Supply Chains
Week 10	Technology Importance in Supply Chain Operations - *Data Collection and Data Intelligence* - *Robotic Solutions* - *Equipment Enhancement Challenge*
Week 11	Database Management Importance in Supply Chain Management Artificial Intelligence Role in Supply Chain

Week 12	Class open discussions on new trends in the Global Supply Chain
Week 13	Group reflection on Global Supply Chain trends
Week 14	Communicating and Appling Supply Chain Decisions - *Overlapping and Pending Operations Exclusion* - *Examples of Failed Ideas (Learning on Mistakes)* - *Examples of Effective Ideas*
Week 15	Course Review

General Course Information	
Course name:	*Entrepreneurship and Business Development*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Business Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Agron Hajdari*
Contact information:	*a.hajdari@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course introduces students the theory of entrepreneurship and its practical implementation. Special focus of the course is given on different stages related to the entrepreneurial process, including business model innovation, monetization, small business management as well as strategies that improve performance of new business ventures. This course contributes to building students' entrepreneurial competences in different stages of the entrepreneurial process including developing a business idea, analysing opportunities, developing a business plan, securing sources of funding, calculating risks and fulfilling legal obligations supporting the entrepreneurial process. The overall goal of the course is to equip the students with skills necessary to succeed as entrepreneurs
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand the fundamental principles and theories underlying the process of starting a new venture, including sustainability and innovation (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze tools, methods, and processes essential for creating sustainable and viable businesses (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply entrepreneurial tools and techniques to develop sustainable and viable business models and strategies (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate the various components and phases of the new venture development process, identifying key factors for success (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Competencies: • Independently conduct feasibility assessments of new business ideas, including resource requirements and potential constraints in launching a business, concept, or project (Bloom: Create; DoK: Level 4 – Extended Thinking). • Critically analyze the dynamics, risks, and opportunities associated with entrepreneurship, integrating insights into strategic decision-

<table>
<tr><td></td><td colspan="4">making (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Learning objectives will be achieved through a combination of assessments which will include a research project and the final exam.</td></tr>
<tr><td>Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td></td><td>Lectures</td><td>3</td><td>9</td><td>27</td></tr>
<tr><td></td><td>Class discussion and reflection</td><td>3</td><td>5</td><td>15</td></tr>
<tr><td></td><td>Practical Work</td><td>3</td><td>9</td><td>27</td></tr>
<tr><td></td><td>Self-Study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Assignments and oral presentations</td><td>4</td><td>2</td><td>8</td></tr>
<tr><td></td><td>Assessment</td><td>3</td><td>1</td><td>3</td></tr>
<tr><td></td><td>Total</td><td>2</td><td>3</td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">The readings and learning materials will be posted in the respective Google Classroom. The professor will be available to students during scheduled class times and consultation hours. They should also acknowledge emails within 48 hours. Students are expected to complete the assigned readings before the class. Students are expected to attend and participate in class activities. Students are encouraged to approach the professor in case any of the concepts or themes covered in the course are unclear. Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">• Entrepreneurship: content, definitions, theoretical approaches
• Personality traits of the entrepreneur, motivation, and demographics
• Similarities and differences between entrepreneurs and managers
• Understanding the dynamic role of entrepreneurship and small businesses
• Entrepreneurial intention
• Evaluation and organization of opportunities
• Analysis of market and competition
• Networking and managing resources
• Early-stage entrepreneurial activity and established entrepreneurship
• Opportunity and necessity of entrepreneurship
• Implementation of business idea
• Startups strategy</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2023). Entrepreneurship. 12th edition, McGraw-Hill Education.
• Steve Mariotti, Caroline Glackin (2012) Entrepreneurship: Starting and Operating a Small Business [3rd ed.] Pearson</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">• Hisrich, R. & Ramadani, V. (2017), Effective Entrepreneurial Management, 1st edition, Springer, Cham.
• Rosili, D. Deakins; Freel, M. (2014). Entrepreneurship & small business</td></tr>
</table>

	• Hougaard, S. (2005). The business idea, Cambridge, Cambridge University Press. • Lowe, R; Mariott, S. (2006). Enterprise: Entrepreneurship & Innovation, Berlin, Springer. • Nielsen, Suna; Løwe, Kim; Klyver, Majbritt-Evald; Bagerl, Torben (2013). Entrepreneurship in Theory and Practice • Megginson, Byrd (2013). Small Business Management An Entrepreneur's Guidebook, 7th EDITION McGraw-Hill, Irwin
Citation format:	*American Psychological Association (APA) Style, 6th and or 7th edition*
Technologies/software/programs to be used:	*MS Office/ Projector/ PC*
Course Assignments and Assessments	
Assignments and descriptions:	- Students are graded through a mix of examinations and class work. The assessment is divided in two parts: Course assignment (Research Proposal/Project, 50% of the final grade) which will be developed during the semester. - Final examination 50 % - final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• *Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home)* • *Email account (college email)* • *Access to Microsoft Office (available on all campus computers),* • *Google Drive, or another word processor that permits student to save files in Word format*
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	Introduction to Entrepreneurship
Week 2	The Entrepreneurial Mindset
Week 3	Entrepreneurs vs. Managers
Week 4	Entrepreneurial Intention
Week 5	Opportunity Recognition and Evaluation
Week 6	Analyzing Market and Competition
Week 7	Networking and Resource Management
Week 8	Discussion leading and participation of research presentations
Week 9	Early-Stage Entrepreneurial Activity

Week 10	Entrepreneurial Risks and Opportunities
Week 11	Business Models and Monetization
Week 12	Implementing the Business Idea
Week 13	Startups and Strategic Growth
Week 14	Entrepreneurial Leadership
Week 15	Course Review

General Course Information	
Course name:	*Managing Sales and Customer Relationships*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Business Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Hajdin Berisha*
Contact information:	*h.berisha@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the strategies, tools, and techniques essential for effective sales management and building strong customer relationships in competitive markets. Students will learn about the sales process, customer segmentation, CRM systems, and relationship marketing. Emphasis is placed on creating customer value, enhancing satisfaction, and driving loyalty through effective communication and personalized solutions. Practical case studies and group projects will help students apply theoretical knowledge to real-world sales and customer relationship challenges.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand and identify the strategy opportunities for cross selling and up-selling products and services to customer relationship building (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe the sales process, customer segmentation, and the role of CRM systems in managing customer data and interactions (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze the factors influencing customer satisfaction and loyalty in diverse market contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Apply sales strategies and techniques to real-world scenarios, enhancing customer acquisition and retention (Bloom: Apply; DoK: Level 3 – Strategic Thinking).

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- Evaluate customer feedback and data to develop targeted sales campaigns and improve relationship management practices (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
- Design innovative solutions to improve customer experiences and build long-term loyalty (Bloom: Create; DoK: Level 4 – Extended Thinking).

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Competencies:

- Demonstrate the ability to manage sales teams and CRM systems effectively, ensuring alignment with organizational goals (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).
- Communicate effectively with customers, stakeholders, and team members to foster trust and collaboration (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
- Incorporate ethical practices and sustainability principles into sales and customer relationship strategies (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Final exam
Midterm using Case study analysis
Active participation and group discussion</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>4</td><td>5</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>

- Course materials and assignments will be uploaded to Google Classroom.
- The instructor will be available during office hours and via email, with a response time of 48 hours.
- Feedback on assignments and projects will be provided regularly.

</td></tr>
<tr><td>Main course themes and topics:</td><td>

1. Introduction to Sales Management and Customer Relationships
2. The Sales Process: From Prospecting to Closing
3. Customer Segmentation and Targeting
4. CRM Systems and Data-Driven Sales Strategies
5. Building Customer Satisfaction and Loyalty
6. Ethical Practices and Sustainability in Sales

</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>

- Kotler, P., & Keller, K. L. (2021) Marketing Management. Pearson Education.
- Johnston, M. W., & Marshall, G. W. (2020) Sales Force Management: Leadership, Innovation, Technology. Routledge.

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>All reading materials for the course will be available on the course (google classroom)</td></tr>
<tr><td>Citation format:</td><td>APA style</td></tr>
</table>

Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course* *HubSpot free CRM software*
Course Assignments and Assessments	
Assignments and descriptions:	• Active participation 10% • Midterm Exam through Case Study Analysis (40%): Evaluating sales challenges and proposing solutions using CRM strategies. • Final Exam (50%): Comprehensive assessment of all course content.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and CRM tools • Digital access to library resources

Course lesson schedule	
Week 1	Introduction to Sales and Relationships
Week 2	The Sales Process: Prospecting to Closing
Week 3	Customer Segmentation and Targeting
Week 4	CRM Systems and Data Management
Week 5	Analyzing Customer Feedback
Week 6	Strategies for Building Loyalty
Week 7	Midterm Exam - Case study analysis
Week 8	Data-Driven Sales Strategies
Week 9	Ethical Practices in Sales Management
Week 10	Sustainability in Customer Relationships
Week 11	Innovations in Sales and CRM
Week 12	Group forum discussions
Week 13	Guest Lecture
Week 14	Communicating Sales Insights
Week 15	Course Review

General Course Information	
Course name:	*Marketing in Global Environments*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Business Management)*
Class Status:	*Elective*
Instructor Information	

Name and Last Name:	*Prof Asst. Dr. Hajdin Berisha*
Contact information:	*h.berisha@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores marketing strategies and practices in the context of a globalized environment. Topics include cross-cultural consumer behavior, global branding, international market entry strategies, digital marketing, and the integration of sustainability in marketing practices. Students will analyze challenges and opportunities in global markets and learn to design marketing strategies that adapt to diverse cultural, economic, and legal environments. Field visits, projects, and simulations will enhance students' ability to address real-world global marketing challenges.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand fundamental concepts and principles of global marketing, including cultural, economic, and legal considerations (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze global consumer behavior and its implications for marketing strategies (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe the challenges and opportunities in global markets, including digital marketing and sustainability (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills • Apply marketing tools and strategies to real-world global scenarios, addressing cross-cultural challenges (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate global branding and market entry strategies for their effectiveness and alignment with business objectives (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Develop innovative marketing strategies tailored to diverse global markets, incorporating sustainability and digital integration (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Design comprehensive global marketing strategies that address cultural, ethical, and sustainability considerations (Bloom: Create; DoK: Level 4 – Extended Thinking). • Communicate marketing strategies effectively to diverse stakeholders, using appropriate tools and media (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking). • Incorporate ethical and sustainable practices into global marketing decision-making (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

<table>
<tr><td>Learning outcomes verification:</td><td colspan="4">Active participation
Global marketing strategy project
Group presentations and participation</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">• Course materials and assignments will be uploaded to Google Classroom.
• The instructor will be available during office hours and via email, with a response time of 48 hours.
• Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">• Introduction to Global Marketing
• Cultural, Economic, and Legal Influences on Marketing
• Cross-Cultural Consumer Behavior
• Global Branding and Positioning Strategies
• International Market Entry Strategies
• Digital Marketing in a Global Context
• Sustainability in Global Marketing Practices</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Kotabe, M., & Helsen, K. (2020) Global Marketing Management. Wiley.
• Hollensen, S. Global Marketing. Pearson Education. (2019)</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">All reading materials for the course will be available on the course (google classroom)</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA style</td></tr>
<tr><td>Technologies/software/ programs to be used:</td><td colspan="4">*Specific technologies/software/programs to be used in the course

Project management software
Marketing Automation Software
Statistics</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">• Active participation (20%)
• Group Project (50%): Designing a comprehensive global marketing strategy for a selected product or service.
• Individual Presentations (30%): Comprehensive assessment of all course content.</td></tr>
<tr><td colspan="5">Course Policies and Procedures</td></tr>
<tr><td>Attendance policy:</td><td colspan="4">College regulations apply to attendance.</td></tr>
</table>

Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and supply chain software • Digital access to library resources
Course lesson schedule	
Week 1	Introduction to Global Marketing
Week 2	Cultural and Economic Influences
Week 3	Cross-Cultural Consumer Behavior
Week 4	Global Branding Strategies
Week 5	Market Entry Strategies
Week 6	Digital Marketing in Global Contexts
Week 7	Field trip
Week 8	Sustainability in Global Marketing
Week 9	Ethical Considerations in Marketing
Week 10	Trends in Global Marketing
Week 11	Challenges in Emerging Markets
Week 12	Group Project Development
Week 13	Group Project Development
Week 14	Communicating Marketing Strategies and projects
Week 15	Course Review

General Course Information	
Course name:	*Strategic Thinking and Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Business Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Assoc. Dr. Gabrijela Velickovic*
Contact information:	*g.velickovic@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is designed to explore an organization's vision,

	mission, examine principles, techniques and models of organizational and environmental analysis, discuss the theory and practice of strategy formulation and implementation. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand the fundamental concepts, principles, and practices related to strategy formulation and implementation (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze strategies for enhancing and sustaining a company's competitive position in national and international markets (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Evaluate the structural features of an industry and develop strategies that position a firm favorably against competitors while influencing industry dynamics to enhance attractiveness (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking). • Assess and critique the strategic decisions of organizations, demonstrating the ability to engage effectively in strategic planning processes (Bloom: Evaluate/Apply; DoK: Level 4 – Extended Thinking).
	Competencies: • Assess the external business environment and its influence on the formation and implementation of organizational strategies (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Appraise a firm's resources and capabilities to determine their potential for delivering sustainable competitive advantage and formulate strategies that leverage core competencies for long-term success (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).
Learning outcomes verification:	Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, comprehension questions, quizzes, assignments, and weekly readings.

Workload Allocation:

Activity	**Hours**	**Weeks**	**Total**
Lectures	3	15	45
Consultations	1	5	5
Homework	1	10	10
Self-study	3	15	45
Assignments/Exams	5	4	20
Total			125

Communication/feedback channels:	• Professor provide 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. • 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. • Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. • Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements, and the timetable.
Main course themes and topics:	• Introduction to Strategic management and strategic competitiveness • Strategy formulation, execution and governance • Evaluating a company's external environment • Evaluating a company's resources, capabilities, and competitiveness • Types of strategies • Mission and Vision analysis • The external and internal audit • Strengthening a company's competitive position: strategic moves, timing, and scope of operations • Strategies for competing in international markets
Instructional and Technology Information	
List of required textbooks and learning materials:	• Rothaermel, F. (2023). Strategic Management. McGraw Hill • Dess, G. (2023). Strategic Management. McGraw Hill
Additional textbooks and learning materials:	• Strategic Management: The Quest for Competitive Advantage, 6th Edition, McGraw-Hill. • Todorov, Krassimir; Akbar, H. Yusaf (2018). Strategic Management in Emerging Markets: Aligning Business and Corporate Strategy, Emerald Publishing.
Citation format:	*APA style*
Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course*
Course Assignments and Assessments	
Assignments and descriptions:	Students are graded through a mix of examinations and class work. The assessment is divided in two parts: 1)Midterm examination is an exam which is given during the middle of the semester in the form of case study analysis (30%)

	2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 60% of overall course grade 3) Active participation (10%)
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.

Course lesson schedule	
Week 1	Introduction Strategic Thinking and Management
Week 2	Introductory concepts on the strategy formulation
Week 3	Definition of the strategy mission, vision and objectives
Week 4	Crafting a Strategy& Evaluating External Environment - the competitive conditions in the industry in which the company operates
Week 5	Assessment of Internal Environment - Company's resources and organizational capabilities (Porter Forces)
Week 6	Assessment of Internal Environment – Analysis of Driving Forces
Week 7	Interactive exercises
Week 8	Midterm examination
Week 9	Evaluating Internal Environment - Evaluating a Company's Resources, Capabilities, and Competitiveness
Week 10	The Five Generic Competitive Strategies
Week 11	Strengthening a Company's Competitive Position: Strategic Moves, Timing, and Scope of Operations
Week 12	Strategies for Competing in International Markets
Week 13	Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy

Week 14	Superior Strategy Execution—Another Path to Competitive Advantage
Week 15	Course Review and preparation for the final exam

General Course Information	
Course name:	*Sustainability, Work and Gender*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Judita Krasniqi*
Contact information:	*j.krasniqi@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course which spans multiple disciplines, offers a thorough analysis of the connections among sustainability, workplace settings, and gender relations. It provides students with the analytical skills and practical expertise needed to tackle challenges and create sustainable, inclusive practices in different professional environments.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Explain the fundamental principles of sustainability, encompassing environmental, social, economic factors, and gender, and their interconnections with workplace practices (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze gender theories, including historical and modern perspectives on gender roles, and evaluate the effects of gender disparities in workplace settings (Bloom: Analyze/Evaluate; DoK: Level 3/4 – Strategic Thinking). • Understand and assess the dynamic interplay between sustainability, workplace structures, and gender within organizational and social contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Evaluate complex situations, policies, and procedures to identify the connections between gender, sustainability, and employment (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Design and propose practical measures to enhance workplace sustainability and foster gender equality (Bloom: Create; DoK: Level 4 – Extended Thinking). • Critically examine existing policies and contribute to the development of new strategies that align with sustainable and inclusive practices (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).
	Competencies:

<table>
<tr><td></td><td colspan="4">• Integrate gender and sustainability considerations into workplace strategies through project work and assignments, showcasing practical applications of theoretical concepts (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
• Demonstrate leadership skills in advocating for inclusive, equitable, and sustainable approaches in academic and professional settings (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
• Develop and implement innovative, forward-thinking strategies to address workplace demands related to sustainability and gender equity (Bloom: Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, assignment on work, gender and sustainability and class presentations and final exam.</td></tr>
<tr><td>Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td></td><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td></td><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td></td><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td></td><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">• Professor provide 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.
• 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.
• Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
• Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements, and the timetable.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">• Sustainable development objectives (SDOs) and their effects on international policies development goals;
• Strategies for creating sustainable work environments.
• Gender theories and feminist perspectives.
• Historical and contemporary gender roles in the workplace.
• Policies for gender equality and inclusion.
• Examination of gender roles, identity, and representation in the workforce.
• Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings.</td></tr>
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	• The economic and social impact of gender equality on sustainability initiatives. • Role of women and gender-diverse individuals in leadership positions focused on sustainability. • Analysis of policies that promote gender inclusivity and environmental sustainability. • Intersectionality and its implications for workplace policies • Workplace practices that align with sustainable and inclusive goals. • Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies. • Case studies on how legislation affects workplace diversity and environmental practices. • Gender and sustainability mainstreaming methods on research.
Instructional and Technology Information	
List of required textbooks and learning materials:	- Skjerven A. Fordham M. (2023). Gender and the ustainable Development Goals: Infrastructure, Empowerment and Education. (1st ed) Routledge. ISBN 9781032004525 - Rimanoczy, I. (2020). The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World (1st ed.). Routledge. https://doi.org/10.4324/9781003095637 - Caroline Criado Perez (2020) Invisible Women: Exposing Data Bias in a World Designed for Men. Everybook. ISBN: 9781784741723.
Additional textbooks and learning materials:	- Murray, Janet Y., & Zhang-Zhang, Yingying. (2018). Insights on women's labor participation in gulf cooperation council countries. Business Horizons, 61(5), 711-720. https://doi.org/10.1016/j.bushor.2018.04.006 - Garcia-Sanchez, Isabel-Maria, Suarez-Fernandez, Oscar, & Martinez-Ferrero, Jennifer. (2019). Female directors and impression management in sustainability reporting. International Business Review, 28(2), 359-374. https://doi.org?10.1016/j.ibusrev.2018.10.007 - Miska, Christof, Szocs, Ilona, & Schiffinger, Michael. (2018). Culture's effects on corporate sustainability practices: A multi-domain and multi-level view. Journal of World Business, 53(2), 263-279. https://doi.org?10.1016/j.jwb.2017.12.001 * All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	*Google workspace:* *Miro – brainstorming for assignment development*
Course Assignments and Assessments	
Assignments and descriptions:	Analysis of Case Study on Work, Gender, and Sustainability (30%) plus 10% on the presentation of the case study (optional): Students will critically examine a real case study on the intersection of gender and sustainability in the workplace (e.g., the impact of climate policy on women's labor rights, gender differences in green jobs). The analysis must incorporate ethical, economic, and policy factors. Active participation in class discussions: 10%

	Final Exam: 50%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet

Course lesson schedule	
Week 1	Introduction - Course description and expectation; - Sustainable development objectives (SDOs) and their effects on international policies.
Week 2	Strategies for creating sustainable work environments.
Week 3	Gender theories and feminist perspectives
Week 4	Historical and contemporary gender roles in the workplace.
Week 5	Policies for gender equality and inclusion.
Week 6	Examination of gender roles, identity, and representation in the workforce.
Week 7	Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings.
Week 8	The economic and social impact of gender equality on sustainability initiatives.
Week 9	Role of women and gender-diverse individuals in leadership positions focused on sustainability.
Week 10	Analysis of policies that promote gender inclusivity and environmental sustainability
Week 11	Intersectionality and its implications for workplace policies
Week 12	Workplace practices that align with sustainable and inclusive goals.
Week 13	Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies.
Week 14	Guest lecturer
Week 15	Gender and sustainability mainstreaming methods on research.

4.2.2 2nd Semester – Environmental Management

In the second semester of the Environmental Management specialization, students delve deeper into critical topics that address the sustainable management of natural resources, energy systems, and climate change adaptation. This semester is designed to provide advanced knowledge and practical skills for tackling pressing environmental challenges, ensuring that students are equipped to lead and implement sustainable solutions in diverse contexts. Courses such as Environmental and Natural Resource Management focus on ecological principles, stakeholder engagement, and sustainable resource use, while

Energy Management and Eco-Sustainability explores renewable energy systems and strategies for balancing energy demands with environmental preservation.

Students also study Climate Change Adaptation and Mitigation, where they learn to develop and implement strategies to address the impacts of climate change, with a focus on resilience and sustainability. The course Modeling of Environmental Policies and Decision-Making Processes provides advanced analytical tools and techniques to evaluate and design policies that integrate environmental, economic, and social considerations. Together, these mandatory courses establish a robust foundation for leadership roles in environmental management.

To tailor their learning to specific interests, students can choose from a diverse selection of electives, including Multifunctional Agriculture and Sustainable Development, Landscape Management and Ecology, Natural Disaster Risk Management, Life Cycle Assessment, and Sustainability, Work and Gender. These electives enable students to explore specialized areas such as sustainable agriculture, disaster preparedness, and gender-inclusive sustainability practices. This semester equips students with the interdisciplinary expertise and practical tools needed to address environmental challenges at local, regional, and global levels.

Syllabuses:

Semester 2 – Environmental Management Specialization		
M/E	***Subject***	***ECTS***
M	*Sustainable and Innovation of Natural Resource Management*	*5*
M	*Energy Management and Eco-Sustainability*	*5*
M	*Climate Change Adaptation and Mitigation*	*5*
M	*Modeling of Environmental Policies and Decision-Making Process*	*5*
E	*Students select two courses:* • *Multifunctional Agriculture and Sustainable Development* • *Landscape Ecology and Management* • *Natural Disaster Risk Management* • *Life Cycle Assessment* • *Sustainability, Work and Gender*	*2x5*

General Course Information	
Course name:	*Sustainable and Innovation of Natural Resource Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Dr. Ekrem Gjokaj*
Contact information:	*e.gjokaj@ibcmitrovica.eu*

Preferred Method of Contact:	*E-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the intersection of sustainability and innovation in natural resource management, focusing on strategies that balance environmental conservation with economic and social development. Students will examine cutting-edge technological solutions, policy frameworks, and interdisciplinary approaches that promote sustainable use of natural resources while fostering innovation in resource conservation and management. The course provides an in-depth analysis of global and regional sustainability challenges, innovative policy responses, and emerging technologies. Through case studies, research projects, and interactive discussions, students will develop analytical and problem-solving skills necessary for designing and implementing sustainable resource management strategies in diverse ecological and economic contexts.
Prerequisites:	*Courses from first semester*
Course learning outcomes:	*Knowledge:* • Understand core principles of sustainability and their application in resource management (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Formulate realistic objectives to address sustainable natural resource management challenges, integrating ecological, social, and economic considerations (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate innovative solutions and technologies in natural resource management (Bloom: Evaluate/Analyze; DoK: Level 4 – Extended Thinking). • Design and articulate step-by-step strategies for implementing resource management plans that align with sustainability, climate change adaptation, and ecosystem health (Bloom: Create; DoK: Level 4 – Extended Thinking). • Synthesize the concepts of sustainability and resilience, applying them to analyze complex ecosystem and resource management challenges (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply advanced natural resource management concepts to solve interdisciplinary challenges in diverse environmental and organizational contexts (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Critically evaluate scientific literature and other reliable sources to inform strategic decision-making in resource management (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

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Conduct independent, methodical research on the sustainability and resilience of ecosystems at local, regional, and global levels (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).
Develop and execute experiments, assessments, and projects related to natural resource management, synthesizing findings into actionable conclusions (Bloom: Create/Evaluate; DoK: Level 4 – Extended Thinking).
Design and implement innovative projects that promote the sustainable use and conservation of natural resources, including energy, materials, water, and land (Bloom: Create; DoK: Level 4 – Extended Thinking).
Assess the role of digital technologies and smart solutions in sustainability

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Competencies:

Communicate complex ideas effectively through written and oral presentations, addressing diverse professional and stakeholder audiences (Bloom: Create; DoK: Level 4 – Extended Thinking).
Lead and initiate sustainable practices in professional settings, including developing new initiatives or establishing organizations focused on sustainable resource management (Bloom: Create; DoK: Level 4 – Extended Thinking).
Develop innovative, research-based approaches for managing natural resources efficiently

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<tr><td>Learning outcomes verification:</td><td>
Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.

Theory-based classes: Theory behind the sustainable and innovation of natural resources management will be verified in the Compulsory Assignment paper

Practical classes/Lab assignment: Students will work with data and models to simulate the disasters occurrence, impact and behavior.

Case Studies & Policy Analyses: Assess students’ ability to evaluate real-world sustainability initiatives.

Semester project - Project will focus on all the work produced by the students, which includes Theoretical knowledge, data collected on the field and a solutions pro
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<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>2</td><td>15</td><td>30</td></tr>
<tr><td>Exercises/ Labs</td><td>1</td><td>15</td><td>15</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-Study</td><td>3</td><td>15</td><td>45</td></tr>
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</table>

	Assignments/Exams	4	5	20
	Total			125
Communication/feedback channels:	Professor provide 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. Respond to emails within 48 hours. 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. Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. 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.			
Main course themes and topics:	● Global and Regional Sustainability Policies and Legal Frameworks ● Environmental Economics and Sustainable Resource Allocation ● Climate Change Impacts and Adaptation Strategies ● Smart Technologies and Digital Innovations in Resource Management ● Circular Economy and Zero-Waste Strategies ● Green Infrastructure and Nature-Based Solutions ● Community Engagement and Socioeconomic Aspects of Sustainability ● Case Studies on Innovative Sustainability Initiatives			
Instructional and Technology Information				
List of required textbooks and learning materials:	The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures. ● Anderson, D. A. (2024). *Environmental Economics and Natural Resource Management*. Routledge. ● Association, I. R. M. (2017). *Natural Resources management: Concepts, Methodologies, Tools, and Applications*. Information Science Reference. ● Alexander, Mike (2008). Management Planning for Nature Conservation, Springer.			
Additional textbooks and learning materials:	● Ausden, Malcolm (2007). Habitat Management for Conservation, Oxford University Press. ● Fabricius, Christo. (2007). Community-based natural resource management: Governing the commons. Water Policy. 9. 83. 10.2166/wp.2007.132. ● Wright, T. Richard T. Environmental Science, Toward a Sustainable Future			

	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	● *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* ● *SLAB VIEW – A graphical interface for the SLAB model, which simulates the dispersion of heavy gas releases in the atmosphere, useful for accidental spills.* ● *CALPUF- A multi-layer, multi-species, non-steady-state puff dispersion model used to simulate the transport, transformation, and removal of air pollutants over long distances and time periods.* ● *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	Homework assignments 10% Lab assignments 20% Active participation 10% Semester group Project 30% Final exam 30%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits student to save files in Word format ● Adobe Acrobat Reader ● Zoom and google meet ● Additional Recommended Course Materials

Course lesson schedule	
Week 1	Introduction to Sustainability & Innovation
Week 2	Policies & Legal Frameworks - (Case Study Review)
Week 3	Environmental Economics & Resource Allocation – (Group Presentation)
Week 4	Climate Change & Adaptation Strategies
Week 5	Digital Innovations & Smart Resource Management
Week 6	Circular Economy & Zero-Waste Models (Guest Lecture)
Week 7	Renewable Energy Innovations

Week 8	Water & Soil Management Practices
Week 9	Ecosystem Services & Biodiversity Conservation – (Lab/Fieldwork)
Week 10	Green Infrastructure & Nature-Based Solutions – (Project Proposal Submission)
Week 11	Community Engagement & Socioeconomic Aspects – (Policy Brief Analysis)
Week 12	Case Study Applications
Week 13	Ethical & Indigenous Knowledge Perspectives
Week 14	Future Trends in Sustainability Research – (Guest Speaker & Review)
Week 15	Final Project Presentation

General Course Information	
Course name:	*Energy Management and Eco-Sustainability*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof dr. Jelena Djokic*
Contact information:	**j.djokic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	The Energy Management and Eco-Sustainability course provides an interdisciplinary approach that is focused in preparing students to achieve latest advances in sustainable energy. The course focuses on analyzing the global energy market and businesses with particular emphasis to the hydrocarbon based resources such as petroleum, natural gas and coal resources. Students also receive theoretical and practical knowledge, using a state-of–the-art of energy management, sustainability and financial considerations and national and regional level. Strong emphasis will be placed on dealing with students opportunities on solving the economic, environmental, safety and social constraints, and the same time design action plans that lead to profitably fossil fuel consumption and transition to clean and renewable energy with consideration of technical, economic, financing and policy aspects. At the end students will develop a multidisciplinary project that focuses on energy management opportunities for specific industries, energy saving opportunities for a range of commonly used industrial processes and technologies and explore the application of course material to real world situations.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Apply knowledge from scientific and management disciplines to investigate and address complex energy-related challenges in various contexts (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Analyze general financial considerations in implementing green energy solutions, including cost-benefit evaluations and investment strategies (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Demonstrate awareness of the economic, organizational, and managerial aspects of energy management systems, including project management, risk assessment, and change management (Bloom: Understand/Apply; DoK: Level 2 – Skill/Concept).
	Skills: • Compare and evaluate renewable energy sources to propose new and applicable combinations of energy systems in various settings, such as buildings or industrial applications (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

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Analyze the advantages, limitations, and costs of different energy systems, providing informed recommendations for sustainable energy use (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
Apply theoretical knowledge to develop, assess, and implement sustainable energy projects in real-world scenarios (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
Interpret and utilize data related to energy production, consumption, and efficiency to support decision-making in energy management (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).

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Competencies:

Implement the principles of sustainability within energy management systems to promote sustainable development and resource optimization (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Develop and execute energy projects that meet specified requirements using appropriate design methodologies (Bloom: Create; DoK: Level 4 – Extended Thinking).
Engage in independent lifelong learning to stay abreast of emerging science and technologies in energy management and sustainability (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).
Propose and design innovative combinations of energy sources for local communities or larger industries, addressing specific needs and sustainability goals (Bloom: Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>
Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.
Theory-based classes: Case studies and problem-solving learning will be used to deal with these and other concepts related to Energy Management and application of Environmental and green policies on local and regional level
Practical classes: Students will work with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on energy management and sustainability.
Other activities
Interdisciplinary Project will focus on all the work produced by the students, which includes case studies and problem-solving activities.
</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feed back channels:</td><td>Professor provide 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. Respond to emails within 48 hours.</td></tr>
</table>

	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. Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. 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.
Main course themes and topics:	• *Management of energy sources* • *Energy diversification* • *Energy saving* • *Energy utilization* • *Environmental costs of energy production*
Instructional and Technology Information	
List of required textbooks and learning materials:	• Energy management handbook, John Wiley, and Sons - Wayne C. Turner, Blueprint, London 2018. • Guide to Energy Management, Cape Hart, Turner and Kennedy, Blue Print, London 2021.
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/programs to be used:	• *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* • *SLAB VIEW – A graphical interface for the SLAB model, which simulates the dispersion of heavy gas releases in the atmosphere, useful for accidental spills.* • *CALPUF- A multi-layer, multi-species, non-steady-state puff dispersion model used to simulate the transport, transformation, and removal of air pollutants over long distances and time periods.* • *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	• Active Participation - 10% • Compulsory assignment – bringing 30% of the total grade. • Topic of the CA shall be selected during the course based on the Week s. List shell be provided by the Lecturer, Students can select the topic from the list of the topic and have for a task to research and present the knowledge obtained through the written analysis and recommendation. • Final Exam – 60%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.

Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet • Additional Recommended Course Materials

Course Week schedule	
Week 1	Definition & Objectives of Energy Management
Week 2	Energy Audit: Types and Methodology
Week 3	Energy Audit Reporting Format
Week 4	Understanding Energy Costs
Week 5	Matching Energy Usage to Requirement
	Maximizing System Efficiency
Week 6	Fuel and Energy Substitution
Week 7	Energy use: Physical principles. Heating and cooling and their systems
Week 8	Energy saving in new advanced buildings. Energy saving in existing buildings through restructuring type interventions
Week 9	Material and energy balances at process and plant level: Plant as an energy system; Methods for preparing flow charts in processes, balance of masses and energy
Week 10	Energy monitoring and targeting: Definition of monitoring-targeting, elements of monitoring-targeting, analysis of data and information, dependence "Energy consumption - Production volume"
	Evaluation of energy performance of utility thermal equipment in industry: Thermal insulation and refractory materials
Week 11	Energy management systems and standards: ISO 50001
	Economic evaluation of measures to improve energy efficiency.
Week 12	Techniques for financial analysis: simple payback period, return on investment, net present value, internal rate of return, cash flows, risk analysis and sensitivity
Week 13	Energy performance contracts and the role of ESCOs
	Energy and the environment
Week 14	Environmental impact of Energy production, energy use and energy storage
Week 15	Simulation and comparison of the environmental impact from different energy courses
	Reflection and discussion

General Course Information	
Course name:	*Climate change adaptation and mitigation*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd semester year 1, Environmental Management*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. dr. Mihone Kerolli*
Contact information:	*m.kerolli@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	Course is designed to explain causes and impacts of climate change, (concepts such as adaptation and mitigation, causes and risks) and implications for food security, agriculture, aquaculture and natural resource management; Upon completion of the course, students should be able to give an account of key concepts related to climate change adaptation, mitigation, and sustainable transformation, explain and demonstrate knowledge of different measures and strategies of climate change adaptation used in different parts of the world, give a general account of solutions and strategies used to decrease the effects of climate change from a systems perspective, and critically examine strategies for climate change adaptation and mitigation
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand core principles of climate change mitigation and adaptation concepts (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Forecast potential outcomes in cases of utilization mitigation and adaptation measures in projects (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate innovative solutions and technologies in climate change mitigation (Bloom: Evaluate/Analyze; DoK: Level 4 – Extended Thinking). • Design and articulate step-by-step strategies that align with sustainability, climate change adaptation, and ecosystem health (Bloom: Create; DoK: Level 4 – Extended Thinking). • Synthesize the concepts of sustainability and resilience, applying them to analyze multi-level models on climate change resilience (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills:

<table>
<tr><td></td><td>

Assess the available methodologies and tools for incorporation of mitigation and adaptation strategies in decision- making process (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Develop an climate change strategy using the logical framework approach and create a comprehensive mitigation action plan (Bloom: Create; DoK: Level 4 – Extended Thinking).
Utilize information and communication technologies effectively to enhance responses towards climate change adaptation processes (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Identify and evaluate impact of mitigation measures proposed (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).

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Competencies:

Design and implement potentials measures in line with climate change mitigation and adaptation measures (Bloom: Create; DoK: Level 4 – Extended Thinking).
Assess and recommend potentials measures in line with climate change mitigation and adaptation measures by adding value and incorporating SDGs (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>
Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.

Theory-based classes: Case studies and problem-solving learning will be used to deal with these and other concepts related to Environmental Law and application of Environmental policies on local and regional level

Practical classes: Students will work with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on substance, namely policies and relevant laws

Other activities

Projects and tutorials will focus on all the work produced by the students, which includes case studies and problem-solving activities.
</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>10</td><td>30</td></tr>
<tr><td></td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Exercises</td><td>2</td><td>5</td><td>10</td></tr>
<tr><td>Practical Work/Labs</td><td></td><td></td><td></td></tr>
<tr><td>Consultations</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>5</td><td>14</td><td>70</td></tr>
<tr><td>Assignments/Exams</td><td>2</td><td>1</td><td>2</td></tr>
<tr><td>Assessment</td><td>2</td><td>1</td><td>2</td></tr>
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	Total			125
Communication/feedback channels:	• Professor provide 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. • 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. • Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. • 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.			
Main course themes and topics:	• Climate change mitigation and adaptation • Vulnerable, resilience and coping strategies • Grid ecosystem evaluation and management • Governance and social system • Project design for future society			
Instructional and Technology Information				
List of required textbooks and learning materials:	• Burch, Sarah & Sara. E. Harris. (2021). Understanding Climate Change: Science, Policy & Practice. The 2nd Edition. Toronto: University of Toronto Press. ISBN-13: 978-1487503635 • Carey, Mark. (2010). In the Shadow of Melting Glaciers: Climate Change and Andean Society. New York, NY: Oxford University Press. ISBN-13: 978-0195396072 • Farber, Daniel A. & Cinnamon P. Carlarne. (2018). Climate Change Law. St. Paul, MN: Foundation Press. ISBN-13: 978-1-63459-294-9			
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)			
Citation format:	*APA style*			
Technologies/software/ programs to be used:	• *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* • *StatSoft – Statistica*			
Course Assignments and Assessments				
Assignments and descriptions:	• Active Participation - 10% • Compulsory assignment – bringing 30% of the total grade. Topic of the CA shell be selected during the course based on the Week s. List shell be provided by the Lecturer, Students can select the topic from the list of the topic and have for a task to research and present the knowledge obtained through the written analysis and recommendation.			

	• Final Exam through Interdisciplinary project – 60%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week schedule	
Week 1	International action on climate change, its causes and impacts
Week 2	Climate change mitigation and adaptation
Week 3	Greenhouse effect and its key sources, and differentiate between the natural variability and the anthropogenic interference
Week 4	Mitigation strategies and adaptation options for the sectors that have direct implications on our everyday life (e.g., energy, wellbeing)
Week 5	Climate models, their types and the validation significance. role of scientific certainties & uncertainties in policy impacts on different ecosystems/societies
Week 6	Climate change impacts on human systems (or societies climatic shifts and risks of extreme events) Economic and equity issues of climate change and the trade-offs associated with global action and inaction
Week 7	Linking adaptation and mitigation with sustainable development goals(SDGs)
Week 8	Climate change mitigation and adaptation in local concept
	Climate change impacts on vulnerability and resilience of eco-environment system
Week 9	Usage of right tools for proper planning
Week 10	Practice – matching tools in decision making process when incorporating SDGs and climate change mitigation and adaptation measures
Week 11	Informatics throughout grid eco-system evaluation and management
	Social system innovation to climate change
Week 12	Sustainability Governance Future Earth Program, FutureCity Project
	Practice on design sustainable society
Week 14	Social system innovation to climate change

Week 15	Discussion and presentation of ideas

General Course Information	
Course name:	*Modeling in Environmental Policy and Decision Making Process*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Ruzhdi Halili*
Contact information:	*r. halili@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	*Every week with advance email scheduling*
Course Description	
Course overview:	Students will with the course learn tools that can be used on national environmental and energy policy-making, environmental ethics, the techniques of environmental analysis, and strategies for collaborative environmental decision-making. The primary objective of the class is to help each student formulate a personal theory of environmental planning practice.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Categorize and evaluate existing and emerging knowledge in environmental law and policies to identify trends and gaps (Bloom: Analyze/Evaluate; DoK: Level 3 – Strategic Thinking). • Acquire and integrate new knowledge about contemporary processes in developing environmental policies and strategies at national and EU levels (Bloom: Understand/Apply; DoK: Level 2 – Skill/Concept).
	Skills: • Plan and utilize appropriate tools for effective decision-making in the development of environmental policies and strategies (Bloom: Apply/Create; DoK: Level 3 – Strategic Thinking). • Manage the decision-making process, facilitating collaboration and consensus among relevant stakeholders (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Interpret stakeholder perspectives and propose actionable measures and tools for effective policy implementation (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Develop well-founded proposals for improving existing policies or introducing new environmental policies, ensuring alignment with sustainability goals (Bloom: Create; DoK: Level 4 – Extended Thinking). • Utilize appropriate techniques to present data and policy recommendations effectively to diverse stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).

<table>
<tr><td>Learning outcomes verification:</td><td colspan="4">*Class Methodology* - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom and show through final exam.
Theory-based classes: Compulsory assignment in the form of case studies and problem-solving learning will be used to deal with these and other concepts related to Environmental Law and application of Environmental policies on local and regional level
Practical classes: Active participation were students will work with a set of materials aimed to provide them with the necessary skills to demonstrate the knowledge on substance, namely policies and relevant laws
Other activities
Projects and tutorials will focus on all the work produced by the students, which includes case studies and problem-solving activities.</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">● Environmental and Energy Policy-Making,
● National Environmental policies
● EU and other international environmental policies
● Environmental Ethics,
● Techniques of Environmental Analysis
● Public Participation and Collaborative Decision-Making</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Sörqvist, P., & Langeborg, L. (2019). Why People Harm the Environment Although They Try to Treat It Well: An Evolutionary-Cognitive Perspective on Climate Compensation. Frontiers in Psychology, 10, 348. https://doi.org/10.3389/fpsyg.2019.00348
• Thaller, A., & Brudermann, T. (2020). “You know nothing, John Doe” – Judgmental overconfidence in lay climate knowledge. Journal of Environmental Psychology, 69, 101427. https://doi.org/10.1016/j.jenvp.2020.101427</td></tr>
</table>

	• Thaller, A., Fleiß, E., & Brudermann, T. (2020). No glory without sacrifice — drivers of climate (in)action in the general population. Environmental Science & Policy, 114, 7–13. https://doi.org/10.1016/j.envsci.2020.07.014 • Nanda. (2023). *International Environmental Law & Policy*. Martinus Nijhoff Publishers. https://doi.org/10.30489/cifj.2022.367502.1059 • *Weiss, E. B., Magraw, D. B., & Szasz, P. C. (2023). International Environmental Law: Basic instruments and references: volume 1. BRILL.* • https://europa.eu/european-union/law_en • http://www.assembly-kosova.org/common/docs/ligjet/2009_03-L-025_en.pdf • *Gazeta Zyrtare e republikes se Kosoves* https://gzk.rks-gov.net/default.aspx?index=1
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/programs to be used:	• The simulations AERMOD and CALPUFF software • *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	• *Active Participation - 10%* • *Compulsory assignment – case study 30%* • *Final Exam – 60%*
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet • Laboratory for Environmental Management and Energy Management • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course Week schedule	
Week 1	Impact of decisions on the environment Rational decision making models and their implications capacity of decision makers
Week 2	Concepts from behavioral economics: Framing, loss aversion, risk aversion, mental accounting, temporal discounting, sunk cost effect, decision biases, bounded rationality, behavioral decision theory

Week 3	Game-theoretic structure of different dilemmas Common behaviors in social dilemmas Role of sanctioning mechanisms Motives for engaging in sanctioning others (in multi-person setting)
Week 4	National policy making procedure National stakeholders
Week 5	National environmental policies
	Citizens participation and consequences Public awareness
Week 6	EU and international policies Process of establishing new policies
Week 7	Directives and transposition Case study
Week 8	National vs EU policies Development of the process and implementation
Week 9	Practice: Debate
Week 10	Regulatory instruments and enforcement matters
	Economic instruments for implementation of policies
Week 11	Analysis and quantification – data in development of policies and strategies
	Qualitative data
Week 12	Monitoring and reporting. Evaluation of environmental policies on national level
Week 13	Field trip
Week 14	Development of the proposals for new/modernized policies
Week 15	Reciprocal fairness and inequity – how to reach fairness and equity in decision making process
	Effects of Environmental policies on other branches of development

General Course Information	
Course name:	*Landscape Ecology and Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Electives*
Instructor Information	
Name and Last Name:	*Prof Asst. Afete Musliu*
Contact information:	*+383 44 596 175*
Preferred Method of Contact:	*a.musliu@ibcmitrovica.eu*
Office hours:	**Weekly office hours: with email upon request*
Course Description	

Course overview:	This course provides the ability to make planning and design decisions based on innovative landscape management and prove problem based solution through application of main principles of ecology and landscape ecology. It covers both natural and built landscapes, addressing sustainability, biodiversity conservation, ecosystem services, and human-environment interactions. At the end of the course, students should have an advance knowledge of relevant ecological principles and landscape ecology, as well as ability to manage the landscape to improve the results and efficiency in urban, rural, and protected areas, agriculture, forestry, and nature planning, due to keeping its environmental value.
Prerequisites:	*Courses from previous semester*
Course learning outcomes:	*Knowledge* • Define the concept of environmental schemes, identify key indicator species, and explain their relevance to ecological landscape and environmental management (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze ecological processes and landscape-scale management strategies to address environmental challenges across urban, rural, and protected areas (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Reflect on effective landscape management practices, assess potential environmental risks, and evaluate the need for intervention in specific ecosystems (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Recognize and address problems in landscape management by identifying specific ecosystems and proposing evidence-based solutions (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply the principles of ecology to landscape management, integrating them into practical decision-making frameworks (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Analyze the ecological, social, and economic factors that shape landscape management strategies and influence sustainable land use (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Implement ecosystem-based approaches to landscape management, including habitat restoration and biodiversity conservation (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Evaluate the role of landscapes in providing ecosystem services, such as water regulation, carbon sequestration, and cultural value, and their implications for sustainability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Develop and recommend strategies for sustainable landscape management, balancing ecological health with human needs (Bloom: Create; DoK: Level 4 – Extended Thinking). • Conduct field assessments of landscapes, synthesize findings, and make informed management recommendations based on scientific evidence (Bloom: Create/Evaluate; DoK: Level 4 – Extended

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<tr><td></td><td colspan="4">Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">• Theory-based classes: lectures;
• Practical class discussions, lab, student presentations, scenarios, simulations, projects;
• Other activities: case-study projects and tutorials (case study, field trip, student presentations, reflection).</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>3</td><td>15</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">• Lectures.
• The readings and learning materials will be posted in Google Classroom.
• Chat communication through online platform and google classroom.
• Professor must be available to students during scheduled class times and consultation hours.
• Email correspondence.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">• Ecological Concepts, Principles and Applications to Conservation
• Landscape Ecology- Innovation aspect
• Ecosystem Services and Landscape Value
• Habitat fragmentation
• Green infrastructure and ecosystem services
• Small Scale Site Design and Maintenance Principles
• Large Scale Site Planning and Management Principles
• Farmland balance and wildlife management
• Landscape Modelling
• Urban Ecology
• The regenerative landscape.
• Restoring Landscapes: Techniques and Approaches
• Landscape and Society
• Policies and Ecological Landscape management practices</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Ivo Machar (2020) Sustainable Landscape Management and Planning
• Burel, F., Baudry, J. (2003).” Landscape Ecology. Concepts, Methods and Applications”. • Science Publishers, Hampshire, USA.
• Agents and implications of landscape pattern: Working models for landscape ecology. Urban, DL. 2023. Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-031 40254-8.</td></tr>
</table>

	• ALE Bulletin, 2024, International Association for Landscape Ecology, ISSN 1570-6524, • https://www.nature.com/articles/s41467-024-48830-z • Wenche D., James D. Olson, Richard T.T. Forman, (2013), • "Landscape Ecology - Principles in Landscape Architecture and • Land-Use Planning". www.landscape-ecology.org
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	• *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* • *SLAB VIEW – A graphical interface for the SLAB model, which simulates the dispersion of heavy gas releases in the atmosphere, useful for accidental spills.* • *CALPUF- A multi-layer, multi-species, non-steady-state puff dispersion model used to simulate the transport, transformation, and removal of air pollutants over long distances and time periods.* • *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	Lab demonstrations 20% Active participation/attendance 10% Group Presentations 30% Final exam 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits students to save files in Word format • Adobe Acrobat Reader • Zoom and Google Meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course lesson schedule	
Week 1	Ecological Concepts, Principles and Applications to Conservation

Week 2	Landscape Ecology- Innovation aspect Ecosystem Services and Landscape Value
Week 3	Habitat fragmentation
Week 4	Green infrastructure and ecosystem services
Week 5	Case Study: The Impacts of Transport Infrastructure in Kosovo on Biodiversity Field trip
Week 6	Small Scale Site Design and Maintenance Principles
Week 7	Large Scale Site Planning and Management Principles
Week 8	Farmland balance and wildlife management
Week 9	Theory: Landscape Modelling
Week 10	Case study: Renewable Energy and Landscape Conflicts in Mitrovica
Week 11	Urban Ecology
Week 12	The regenerative landscape. Restoring Landscapes: Techniques and Approaches
Week 13	Landscape and Society
Week 14	Policies and Ecological Landscape management practices
Week 15	The Future of Landscape Ecology

General Course Information	
Course name:	*Life Cycle Assessment*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*3rd Semester, Year 2 (Environmental Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Dr. Jelena Djokic*
Contact information:	*j.djokic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	The course addresses the innovative solutions for the circular economy considering technical consideration and business model design. For that purpose, a LCA as a tool of better informing decision-makers is used. The course has two main objectives: 1) to foster a deep understanding of the computational structure of the Life Cycle Assessment (LCA) methodology; 2) to apply this methodology in evaluating the sustainability of materials and processes. In pursuing these objectives, particular attention will be paid to defining and constructing systems of environmental impact indicators for use in the evaluation process. A significant portion of the course will be devoted to applying the LCA methodology to representative real-life cases. This curriculum is designed to provide students with both theoretical knowledge and practical skills in the field of sustainability and LCA. By integrating lectures, practical tutorials, and case studies, the course aims to equip students with the necessary tools to critically assess and improve the environmental impact of materials and processes.

Prerequisites:	*Passed exams from the first year*
Course learning outcomes:	*Knowledge:* • Explain the Life Cycle Assessment (LCA) methodology and its role in evaluating environmental impacts across product or process life cycles (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe business models conducive to a Circular Economy, including the barriers and opportunities for transitioning to such models (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze applicable techniques and methods for conducting LCA, identifying their strengths, limitations, and practical applications (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply LCA methodology to real-life cases, evaluating the environmental impacts of specific products or processes (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Select and implement appropriate techniques and methods for conducting LCA based on context-specific requirements (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Design and conduct analytical investigations through modeling and experimental methods, critically evaluating data and drawing evidence-based conclusions (Bloom: Create/Evaluate; DoK: Level 4 – Extended Thinking). • Develop solutions to complex and unfamiliar problems that may involve multiple disciplines, addressing uncertainties and incomplete information (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Demonstrate ethical and social responsibility in conducting transparent and reliable LCA to inform decision-making for environmental sustainability (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking). • Optimize and manage available resources effectively in disaster situations by applying LCA principles to improve resource efficiency (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Assess existing conditions, identify needs and gaps, and leverage existing information and capacities to avoid duplication of efforts and enhance resource use efficiency (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).
Learning outcomes verification:	*Class Methodology* - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom. *Theory-based classes*: Theory behind the occurrence and impact of natural disasters will be verified in the Compulsory Assignment paper *Practical classes*: Students will work with data and models to simulate the disasters occurrence, impact and behaviour *Business model* Business model will focus on all the work produced by the students, which includes Theoretical knowledge, data collected on the field and a solutions of identified problems.

<table>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Independent Work</td><td>2</td><td>10</td><td>20</td></tr>
<tr><td>Self-study</td><td>2</td><td>15</td><td>30</td></tr>
<tr><td>Assignments/Exams</td><td>4</td><td>5</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">1. Life Cycle Analysis and Life Cycle Thinking: Historical context, regulation, procedures, applications. Calculation methodology, databases, and technical software. Sustainability assessment: introductory concepts.
2. Eco-indicators: Spread of pollutants in the environment, measurement methods, environmental impact and damage category, impact quantification, energy approach.
3. Industrial Processes for Material Production: Case studies (e.g., Cement, polymeric materials, metallic materials, and ceramic materials, Combined materials in Solar Panels, batteries..).
4. End of Life of Materials: Open and closed-loop recycling, reuse, waste-to-energy processes, waste management processes.</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">- W. Klöpffer and B. Grahl, Life Cycle Assessment (LCA) - A Guide to Best Practice, Wiley-VCH, 2014
- M.F. Ashby, Materials and the Environment - Eco-informed materials choice, Elsevier, 2013
- Ellen MacArthur Foundation (2013).Towards The Circular Economy, Vol. 1.
- Hauschild, M. Z., Rosenbaum, R. K., & Olsen, S. I. (2017). Life cycle assessment: Theory and Practice. Springer.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">- European Environment Agency, Life Cycle Assessment: A guide to approaches, experiences and information sources, Environmental Issues Series 6
- Scientific Applications International Corporation (SAIC), Life cycle Assessment: Principles and Practice, EPA/600/R-06/06, 2006</td></tr>
</table>

	- Life Cycle Assessment Handbook: A Guide for Environmentally Sustainable Products, Editor(s):Mary Ann Curran, 2012, Print ISBN:9781118099728, DOI:10.1002/9781118528372
Citation format:	*APA style*
Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course SimaPro Design Software*
Course Assignments and Assessments	
Assignments and descriptions:	In class assignments (demonstrations) 20% Active participation 15% Midterm exam – student group presentations business model 25 % Final exam 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Instructional methods:	During the lectures, the teacher uses a projector to display PowerPoint slides (PPT) on the screen or the classroom's whiteboard. This allows students to visually follow along and interact with the material. Furthermore, students engage in practical tutorials specifically focused on using SimaPro software. These tutorials aim to enhance their proficiency in using SimaPro, a powerful software tool used for life cycle assessment and environmental impact analysis. Through these practical tutorials, students gain hands-on experience and develop their skills in navigating and effectively using SimaPro. • Overall, this teaching methodology combines theoretical concepts conveyed through lectures with practical application and interaction with SimaPro software. By incorporating both classroom and virtual elements, students have the opportunity to learn and apply their knowledge in a dynamic and interactive way.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course lesson schedule	
Week 1	The origins and fundamentals of the circular economy
Week 2	The drivers and business opportunities

Week 3	Resource constrains, Technology development, Socio-economic Development
Week 4	Business Model: (a) the design and manufacturing phase; (b) the use phase; and (c) the value recovery phase. Circular design models in Construction business
Week 5	Longer lasting products in Construction industry building materials, properties
Week 6	Value recovery models in Construction industry, the basics of recycling industry
Week 7	EU Policy framework/Regulatory trends towards the circular economy
Week 8	Life Cycle Assessment as a tool for optimal use models
Week 9	Life Cycle Assessment: 1. Goal and scope definition, 2. Life Cycle Inventory Analysis (LCI) / Life Cycle Inventory Analysis (LCI) 3. Life Cycle Impact Assessment (LCIA), 4. Life Cycle Interpretation
Week 10	Life Cycle Assessment: Project design. Sima Pro Design
Week 11	Life Cycle Assessment: Analysis the production phase of materials
Week 12	Life Cycle Assessment: Analysis a product life cycle for materials, end of life phase and with and without Recovery phase Project presentation
Week 13	Life Cycle Assessment: Comparison of different building materials
Week 14	Life Cycle Assessment: Analysis of the selected product end of life phase with and without Recovery phase
Week 15	Reflection and discussion on the results of SimaPro simulations

General Course Information	
Course name:	*Multifunctional Agriculture and Sustainable Development*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Electives*
Instructor Information	
Name and Last Name:	*Prof. Dr. Ekrem Gjokaj*
Contact information:	*e.gjokaj@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the concept of multifunctional agriculture as a pathway to achieving sustainable development goals. Students will examine the environmental, social, and economic roles of agriculture in rural development, biodiversity conservation, and ecosystem services. Emphasis is placed on sustainable agricultural practices, policies, and their integration into broader development frameworks. Through case studies and practical applications, students will analyze multifunctional agricultural systems and develop strategies for fostering resilience and sustainability in agricultural landscapes.
Prerequisites:	*N/A*
	Knowledge • Understand the concept of multifunctional agriculture and its

<table>
<tr><td rowspan="3">Course learning outcomes:</td><td>connection to sustainable development (Bloom: Understand; DoK: Level 2 – Skill/Concept).
• Describe the environmental, social, and economic dimensions of agriculture as they relate to ecosystem services and rural development (Bloom: Understand; DoK: Level 2 – Skill/Concept).
• Analyze sustainable agricultural policies and their implications for resilience and resource management (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).</td></tr>
<tr><td>Skills:
• Apply sustainable agricultural practices to real-world scenarios, emphasizing biodiversity and resource efficiency (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
• Evaluate agricultural systems and policies for their contribution to sustainable development goals (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
• Develop actionable strategies for enhancing the multifunctionality of agricultural systems in rural and urban contexts (Bloom: Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Competencies:
• Design policies and practices that integrate multifunctional agriculture into sustainable development frameworks (Bloom: Create; DoK: Level 4 – Extended Thinking).
• Communicate findings and strategies to diverse stakeholders, including policymakers, farmers, and community members (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
• Incorporate ethical and ecological principles into agricultural planning and decision-making to promote equity and sustainability (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Final exam
Case study analysis
Group projects and presentations
Active participation and discussions</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">All course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">1. Introduction to Multifunctional Agriculture
2. Agriculture and Ecosystem Services
3. Sustainable Agricultural Practices</td></tr>
</table>

	4. Agricultural Policies and Rural Development 5. Case Studies in Multifunctional Agriculture 6. Integrating Multifunctional Agriculture into Development Frameworks
Instructional and Technology Information	
List of required textbooks and learning materials:	1. Pretty, J. **Sustainable Agriculture and Food.** Routledge. 2. Gliessman, S. **Agroecology: The Ecology of Sustainable Food Systems.** CRC Press.
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	*Environmental lab technology*, *Statsoft Staistica*
Course Assignments and Assessments	
Assignments and descriptions:	Active participation 10% Group Project (40%): Case study: Developing strategies for integrating multifunctional agriculture into sustainable development frameworks. Final Exam (50%): Comprehensive assessment of all course content.
Grading scheme:	*IBCM grading policy*
Formatting instructions for assignments:	Written work should adhere to Standard IBCM English. Please proofread your papers and e-mail messages before submitting them. The work will be graded based on content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and ability to apply it. All written assignments are checked for plagiarism through the campus-wide plagiarism program.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Instructional methods:	*Class Methodology* : ● Theory-based classes: lectures; ● Practical class discussions, field trips, student presentations, scenarios, simulations, projects; ● Other activities: case-study projects and tutorials (case study, field trip, student presentations, reflection).
Student Support Resources	
IT Support and Resources:	● Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) ● Email account (college email) ● Access to Microsoft Office (available on all campus computers), ● Google Drive, or another word processor that permits students to save files in Word format ● Adobe Acrobat Reader

	● Zoom and Google Meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course lesson schedule	
Week 1	Introduction to Multifunctional Agriculture
Week 2	Ecosystem Services in Agriculture
Week 3	Dimensions of Sustainable Agriculture
Week 4	Sustainable Agricultural Practices
Week 5	Agricultural Policies and Rural Development
Week 6	Case Study Analysis
Week 7	Midterm Exam
Week 8	Multifunctionality in Urban Agriculture
Week 9	Resilience in Agricultural Systems
Week 10	Tools for Agricultural Planning
Week 11	Stakeholder Engagement in Agriculture
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Communicating Agricultural Strategies
Week 15	Course Review and Final Exam

General Course Information	
Course name:	*Natural Disasters Risk Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2nd Semester, Year 1 (Environmental Management)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Aleksander Djikic*
Contact information:	*a.djikic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	The course objective covers topics on disaster concepts and terminology, disaster risk assessment, risk management and risk reduction, main disaster response systems and the study of disaster types. For this purpose, the concept of theory of risk and risk management will be studied. The student will get knowledge in the field of prevention, assessment, recording of the natural disasters, identification of the hot spots of the area, timely and adequate information about the status of environment: air, water, soil and eco-systems and society before, during and after the natural disasters. Enabling the holistic approach in actual informing, alarming and reporting

	to the public. The students will study in detail the International Strategy for Disaster Risk Reduction (ISDRR) and its evolution, the international law in humanitarian crisis and disasters and economics of disaster and climate risk management. The students will study in details National Strategy for Reducing the Risk from Natural Disasters and other disasters, as well as Action Plans for implementing the Strategy.
Prerequisites:	*Passed exams from the first semester*
Course learning outcomes:	*Knowledge:* • Understand and explain the basic concepts, terminology, and epidemiological elements related to different types of risk management disasters, including natural, technological, and man-made disasters (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze theories of risk, including planning, preparedness, and response strategies, in the context of risk disaster management (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Collect and process data to identify appropriate methods and tools for addressing tasks and problems in natural disaster risk management (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply basic indicators for rapid assessment and surveillance during emergencies to guide decision-making (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Develop an integrated risk management strategy using the logical framework approach and create a comprehensive disaster risk profile (Bloom: Create; DoK: Level 4 – Extended Thinking). • Utilize information and communication technologies effectively to enhance disaster management processes and responses (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Identify and evaluate factors influencing social reactions during disasters to guide planning and communication strategies (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Competencies: • Design and implement integrated risk management strategies, developing detailed disaster risk profiles to address complex challenges (Bloom: Create; DoK: Level 4 – Extended Thinking). • Assess and analyze theoretical and practical issues in disaster planning, strategy development, and human resource management, providing well-founded proposals for future strategies and solutions (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).
Learning outcomes verification:	*Class Methodology* - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom. *Theory-based classes*: Theory behind the occurrence and impact of natural disasters will be verified in the Compulsory Assignment paper *Practical classes*: Students will work with data and models to simulate the disasters occurrence, impact and behaviour *Semester project*

<table>
<tr><td></td><td colspan="4">Projects will focus on all the work produced by the students, which includes Theoretical knowledge, data collected on the field and a solutions pro</td></tr>
<tr><td rowspan="8">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>2</td><td>18</td><td>36</td></tr>
<tr><td>Exercises/ Labs</td><td>2</td><td>18</td><td>36</td></tr>
<tr><td>Consultations</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Group Project</td><td>3</td><td>10</td><td>30</td></tr>
<tr><td>Assignments/Exams</td><td>3</td><td>3</td><td>9</td></tr>
<tr><td>Assessment</td><td>2</td><td>2</td><td>4</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">All course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">History of risk and fire protection management and accidents with catastrophic consequences.
Theory of Risks
Introduction to the cycle of risk management in the events with catastrophic consequences.
Introduction to institutional and legislative frameworks of risk and management and events with catastrophic consequences.
Insurance and risk management and events with catastrophic consequences.
The role of information and communication technologies in risk and fire protection management.
Public institution in Natural Disaster risk management
Public awareness, education and research
Risk management and sustainable development
Advanced techniques used in the integrated risk management of catastrophic events.</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">2
.
3
N
atural Disasters Risk Management and Engineering,
HYPERLINK "https://link.springer.com/book/10.1007/978-3-030-39391-5"</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">Van Aalst, Maarten, and Ian Burton. 2002. “The Last Straw; Integrating Natural Disaster Mitigation with Environmental Management.” Disaster Risk Management Working Paper Series</td></tr>
</table>

	• Keller, E. A., & Blodgett, R. H. (2007) Natural Hazards: Earth's Processes as Hazards. *Disasters, and Catastrophes: Pearson Prentice Hall, Upper Saddle River, NJ, USA*. • Crane, L., Gantz, G., Isaacs, S., Jose, D. & Sharp, R. (2013). *Introduction to Risk Management, Extension Risk Management Education and Risk Management Agency*. • STATE STRATEGY FOR REDUCING THE RISK FROM NATURAL DISASTERS AND OTHER DISASTERS 2023 – 2028 • https://ame.rks-gov.net/vleresimiIRrezikshmerise/en-us/STATE%20STRATEGY%20FOR%20REDUCING%20THE%20RISK%20FROM%20NATURAL%20DISASTERS%20AND%20OTHER%20DISASTERS%202023%20-%202028.pdf • Strategy for enhancement of the hydrometereological services in Kosovo 2022-2032 Action Plan for Strategy implementation 2022-2032 https://www.giz.de/de/downloads/giz-2023-en-strategy-of-HM-services-in-kosovo.pdf
Citation format:	*APA style*
Technologies/software/ programs to be used:	• *AERMOD - Advanced dispersion modelling software for estimating air pollutant concentrations from industrial sources, incorporating local terrain, meteorology, and building effects.* • *SLAB VIEW – A graphical interface for the SLAB model, which simulates the dispersion of heavy gas releases in the atmosphere, useful for accidental spills.* • *CALPUF- A multi-layer, multi-species, non-steady-state puff dispersion model used to simulate the transport, transformation, and removal of air pollutants over long distances and time periods.* • *StatSoft – Statistica*
Course Assignments and Assessments	
Assignments and descriptions:	Lab assignments 20% Active participation 10% Midterm exam (case study) 30% Final exam through semester project 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework

	• A notebook for taking reading and class discussion notes.
Course lesson schedule	
Week 1	Course introduction and goals – Semester project
Week 2	Natural Disasters: Definition and classification
Week 3	History of risk and fire protection management and accidents with catastrophic consequences.
Week 4	Introduction to the risk function and its basic components.
Week 5	Introduction to the cycle of risk management in the events with catastrophic consequences
Week 6	The role of information and communication technologies in risk and fire protection management
Week 7	Field trip
Week 8	Global Climate change impact to Disaster Risk
Week 9	Short-Term Climate Changes: Timescale in Multiple Years- Climatology predictions and forecasts
Week 10	Public awareness, education and research
Week 11	Public institution in Natural Disaster risk management
Week 12	International Strategy for Risk Reduction
Week 13	State Strategy for Reducing the Risk from Natural Disasters and other disasters, as well as Action Plans for implementing the Strategy.
Week 14	Risk management and sustainable development
Week 15	Advanced techniques used in the integrated risk management of catastrophic events.

General Course Information	
Course name:	*Sustainability, Work and Gender*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Judita Krasniqi*
Contact information:	*j.krasniqi@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course which spans multiple disciplines, offers a thorough analysis of the connections among sustainability, workplace settings, and gender relations. It provides students with the analytical skills and practical expertise needed to tackle challenges and create sustainable, inclusive practices in different professional environments.
Prerequisites:	*N/A*

<table>
<tr><td rowspan="3">Course learning outcomes:</td><td>Knowledge
Explain the fundamental principles of sustainability, encompassing environmental, social, economic factors, and gender, and their interconnections with workplace practices (Bloom: Understand; DoK: Level 2 – Skill/Concept).
Analyze gender theories, including historical and modern perspectives on gender roles, and evaluate the effects of gender disparities in workplace settings (Bloom: Analyze/Evaluate; DoK: Level 3/4 – Strategic Thinking).
Understand and assess the dynamic interplay between sustainability, workplace structures, and gender within organizational and social contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).</td></tr>
<tr><td>Skills
Evaluate complex situations, policies, and procedures to identify the connections between gender, sustainability, and employment (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Design and propose practical measures to enhance workplace sustainability and foster gender equality (Bloom: Create; DoK: Level 4 – Extended Thinking).
Critically examine existing policies and contribute to the development of new strategies that align with sustainable and inclusive practices (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Competencies:
Integrate gender and sustainability considerations into workplace strategies through project work and assignments, showcasing practical applications of theoretical concepts (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
Demonstrate leadership skills in advocating for inclusive, equitable, and sustainable approaches in academic and professional settings (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Develop and implement innovative, forward-thinking strategies to address workplace demands related to sustainability and gender equity (Bloom: Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, assignment on work, gender and sustainability and class presentations and final exam.</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">Professor provide all students with an overview of the course including topics and reading materials for each scheduled class.</td></tr>
</table>

	• 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. • 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. • Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. • Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements, and the timetable.
Main course themes and topics:	• Sustainable development objectives (SDOs) and their effects on international policies development goals; • Strategies for creating sustainable work environments. • Gender theories and feminist perspectives. • Historical and contemporary gender roles in the workplace. • Policies for gender equality and inclusion. • Examination of gender roles, identity, and representation in the workforce. • Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings. • The economic and social impact of gender equality on sustainability initiatives. • Role of women and gender-diverse individuals in leadership positions focused on sustainability. • Analysis of policies that promote gender inclusivity and environmental sustainability. • Intersectionality and its implications for workplace policies • Workplace practices that align with sustainable and inclusive goals. • Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies. • Case studies on how legislation affects workplace diversity and environmental practices. • Gender and sustainability mainstreaming methods on research.
Instructional and Technology Information	
List of required textbooks and learning materials:	- Skjerven A. Fordham M. (2023). Gender and the ustainable Development Goals: Infrastructure, Empowerment and Education. (1st ed) Routledge. ISBN 9781032004525 - Rimanoczy, I. (2020). The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World (1st ed.). Routledge. https://doi.org/10.4324/9781003095637 - Caroline Criado Perez (2020) Invisible Women: Exposing Data Bias in a World Designed for Men. Everybook. ISBN: 9781784741723.

Additional textbooks and learning materials:	- Murray, Janet Y., & Zhang-Zhang, Yingying. (2018). Insights on women's labor participation in gulf cooperation council countries. Business Horizons, 61(5), 711-720. https://doi.org/10.1016/j.bushor.2018.04.006 - Garcia-Sanchez, Isabel-Maria, Suarez-Fernandez, Oscar, & Martinez-Ferrero, Jennifer. (2019). Female directors and impression management in sustainability reporting. International Business Review, 28(2), 359-374. https://doi.org?10.1016/j.ibusrev.2018.10.007 - Miska, Christof, Szocs, Ilona, & Schiffinger, Michael. (2018). Culture's effects on corporate sustainability practices: A multi-domain and multi-level view. Journal of World Business, 53(2), 263-279. https://doi.org?10.1016/j.jwb.2017.12.001 * All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	*Google workspace:* *Miro – brainstorming for assignment development*
Course Assignments and Assessments	
Assignments and descriptions:	Analysis of Case Study on Work, Gender, and Sustainability (30%) plus 10% on the presentation of the case study (optional): Students will critically examine a real case study on the intersection of gender and sustainability in the workplace (e.g., the impact of climate policy on women's labor rights, gender differences in green jobs). The analysis must incorporate ethical, economic, and policy factors. Active participation in class discussions: 10% Final Exam: 50%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet
Course lesson schedule	
Week 1	Introduction - Course description and expectation; - Sustainable development objectives (SDOs) and their effects on international policies.

Week 2	Strategies for creating sustainable work environments.
Week 3	Gender theories and feminist perspectives
Week 4	Historical and contemporary gender roles in the workplace.
Week 5	Policies for gender equality and inclusion.
Week 6	Examination of gender roles, identity, and representation in the workforce.
Week 7	Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings.
Week 8	The economic and social impact of gender equality on sustainability initiatives.
Week 9	Role of women and gender-diverse individuals in leadership positions focused on sustainability.
Week 10	Analysis of policies that promote gender inclusivity and environmental sustainability
Week 11	Intersectionality and its implications for workplace policies
Week 12	Workplace practices that align with sustainable and inclusive goals.
Week 13	Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies.
Week 14	Guest lecturer
Week 15	Gender and sustainability mainstreaming methods on research.

4.2.3 2nd Semester – Social Management

The second semester of the Social Management specialization focuses on developing the knowledge and skills necessary to address complex social challenges and lead initiatives that promote inclusivity, equity, and sustainable development. Through a combination of core and elective courses, students gain a deep understanding of social policies, organizational dynamics, and innovative approaches to managing social enterprises. The mandatory course Social Policies and Development examines the principles and impacts of social policies on diverse populations, equipping students with the analytical tools to evaluate and design strategies that foster community well-being and societal progress.

Theoretical Foundations of Social Management provides a conceptual framework for understanding the structures, principles, and practices that underpin effective social management. In Social Work and Social Security Policy, students explore the mechanisms and models of welfare systems, gaining insights into how social security policies impact vulnerable populations. Social Innovation and Social Enterprises prepares students to develop and implement innovative solutions to address social challenges, fostering creativity and entrepreneurship in the social sector.

To further customize their academic experience, students can select from a range of electives, including Program and Project Evaluation, Labor and Welfare Law of the European Union, Ethical Practices in Social Service Provision, Organizational Behavior and Management in Social Context, and Sustainability, Work and Gender. These electives allow students to delve into specialized areas such as ethical frameworks, legal considerations, and sustainability practices within social management. This semester empowers students to lead social initiatives and effectively address pressing societal issues, ensuring they are prepared for leadership roles in the social and public sectors.

Syllabuses:

Semester 2 – Social Management		
M/E	***Subject***	***ECTS***
M	*Social Policies and Development*	*5*
M	*Theoretical Foundation of Social Management*	*5*
M	*Social Work and Social Security Policy*	*5*
M	*Social Innovation and Social Enterprises*	*5*
E	*Students select two courses:* • *Program and Project Evaluation* • *Labor and Welfare Law of the European Union* • *Ethical practices in social service provision* • *Organizational Behavior and Management in Social Context* • *Sustainability, Work and Gender*	*2x5*

General Course Information	
Course name:	*Social Policies and Development*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Social Management Specialization)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Linda Abazi-Morina*
Contact information:	*l.abazi@ibcmitrovica.eu*
Preferred Method of Contact:	*E-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course focuses on developing and analyzing social policies, highlighting its impact on people. This involves a critical examination of social policies, their goals, values, and strategies. Social legislation at the macro level, as well as policy implementation and evaluation, will also be covered. The international perspectives on social policy and cross-national experience in dealing with social problems will be discussed. The course would highlight a range of issues covered by social policies, such as marginalization of women, health, population, access to resources, reservations and equal opportunity, and rights of tribal people.
Prerequisites:	*N/A*

<table>
<tr><td>Course learning outcomes:</td><td>Knowledge:
Explain foundational concepts, values, and principles of social policies and their significance in societal development (Bloom: Understand; DoK: Level 2 – Skill/Concept).
Identify and evaluate the impact of social policies on various populations, with a focus on vulnerable groups (Bloom: Analyze/Evaluate; DoK: Level 3 – Strategic Thinking).
Analyze the role of social legislation at the macro level, assessing its implications for public welfare and policy-making (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).</td></tr>
<tr><td></td><td>Skills:
Critically examine social policies, analyzing their goals, underlying values, and implementation strategies (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Apply methods to evaluate the effectiveness of policy implementation and assess measurable outcomes (Bloom: Apply/Evaluate; DoK: Level 3 – Strategic Thinking).
Collect and utilize research evidence to support and propose policy recommendations and improvements (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Compare and analyze social policies across different international contexts, identifying cross-national approaches to address social problems (Bloom: Analyze/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td></td><td>Competencies:
Demonstrate critical thinking in assessing social policy issues, identifying strengths, weaknesses, and unintended consequences (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Appreciate cultural diversity and its influence on policy needs and responses, integrating this awareness into policy analysis and development (Bloom: Understand/Apply; DoK: Level 3 – Strategic Thinking).
Incorporate ethical considerations into policy development, ensuring respect for human rights and prioritizing social justice (Bloom: Create; DoK: Level 4 – Extended Thinking).
Collaborate effectively with teams and diverse stakeholders to analyze, develop, and advocate for equitable and inclusive social policies (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">In class activities and forum discussions
Policy Analysis Report
Final Exam</td></tr>
<tr><td>Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td></td><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td></td><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td></td><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
</table>

	Total			125
Communication/feedback channels:	Professor provide 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. 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. Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear. 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.			
Main course themes and topics:	• Understanding the history of social welfare and social policy • Appreciation of relevance of social work and social policy • Discussion on social worker's role and participation in developing social policies • Legislative concepts influencing of social policy • Evaluation of historical context of social policy • Synthesis of social, political and economic analysis of social policy • Assess and address barriers to social policy development and analysis including conflict in values, ethics and professional responsibility • Stakeholder engagements and consultations in social policy process • Implications of racial, gender, age, disability, sexual orientation, cultural and socioeconomic differences for policy development • Consideration of international perspectives to influence local social policy making process • Contemporary models of social policy thinking such as relational thinking, data analytics, design thinking and behavioural economics • Insights into futures thinking and implications to social policy development			
Instructional and Technology Information				
List of required textbooks and learning materials:	• Blau, J., & Abramovitz, M. (2010). The dynamics of social welfare policy (3rd ed.). Oxford University Press. • Segal, E. A. (2016). Social welfare policy and social programs: A values perspective (4th ed.). Boston, MA: Cengage Learning.			
Additional textbooks and learning materials:	• Jansson, B. S. (2020). *Becoming an effective policy advocate: From policy practice to social justice* (8th ed.). Brooks & Cole.			
Citation format:	*APA style*			
Technologies/software/ programs to be used:	**Google workspace (Docs, sheets and slides)* *Miro – brainstorming and visualizing assignments* *OECD Policy Databases*			

	World Bank Open Data *UNDP Data*
Course Assignments and Assessments	
Assignments and descriptions:	In class participation/forum discussions 20 % Policy Analysis Report 40 % Final exam 40 %
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet.

Course lesson schedule	
Week 1	Introductions Course description and expectation. Introduction to Social Welfare Policy: Social Problems, Social Policy, Social Change Definitions and Functions of Social Welfare Policy
Week 2	The Economy and Social Welfare The Politics of Social Welfare Policy
Week 3	Ideological Perspectives and Conflicts Interactive exercises
Week 4	Ideological Perspectives and Conflicts
Week 5	Social Movements and Social Change
Week 6	Mid-term test
Week 7	Jobs and Job Training: Programs and Policies
Week 8	Housing: Programs and Policies
Week 9	Health Care: Programs and Policies
Week 10	Food and Hunger: Programs and Policies
Week 11	Stakeholder engagements and consultations in social policy process
Week 12	Implications of racial, gender, age, disability, sexual orientation, cultural and socioeconomic differences for policy development
Week 13	Consideration of international perspectives to influence local social policy making process
Week 14	Contemporary models of social policy thinking such as relational thinking, data analytics, design thinking and behavioral economics
Week 15	Gender Equality Insights into futures thinking and implications to social policy development

General Course Information

Course name:	Social Innovation and Social Enterprise
Course number:	
Study Programme:	International Management and Sustainability, MSc
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2nd Semester, Year 2 (Social Management)
Class Status:	Elective
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Judita Hajdari*
Contact information:	j.krasniqi@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	*Weekly office hours: with email upon request*
Course Description	
Course overview:	This course focuses on the principles and practices of social innovation and social enterprise, exploring how innovative approaches can address societal and environmental challenges. Students will examine theories of social change, entrepreneurial strategies, and leadership within the context of sustainable development. The course emphasizes creating, scaling, and sustaining social enterprises as well as evaluating their impact. Through real-world case studies, collaborative projects, and critical analysis, students will develop the skills necessary to lead social innovation initiatives that contribute to sustainable development and societal transformation.
Prerequisites:	N/A
Course learning outcomes:	Knowledge 1. Understand theoretical frameworks of social innovation and enterprise (Bloom: Understand, DoK: Level 2) o Explain key theories, models, and concepts in social innovation and enterprise, focusing on sustainable development. 2. Identify the role of social innovation in sustainable development (Bloom: Remember, DoK: Level 1) o Recognize how innovative approaches contribute to addressing global social and environmental challenges.
	Skills 1. Analyze and evaluate social enterprise models (Bloom: Analyze, DoK: Level 3) o Critically assess various social enterprise structures, funding mechanisms, and operational strategies. 2. Apply strategic frameworks to develop social innovation initiatives (Bloom: Apply, DoK: Level 3) o Use tools and methodologies to design and implement sustainable social enterprise solutions.
	Competences 1. Demonstrate leadership in managing social innovation processes (Bloom: Evaluate, DoK: Level 4) o Lead cross-sectoral collaborations and engage stakeholders effectively in social innovation initiatives. 2. Develop a comprehensive social enterprise plan (Bloom: Create, DoK: Level 4) o Design a scalable and sustainable business plan for a social enterprise, incorporating financial, operational, and impact assessment components.
Learning outcomes verification:	Outcomes will be verified interactive class activities, lectures and workshops and a final project.

<table>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>5</td><td>25</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, projects, and in-class participation.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">1. Introduction to Social Innovation and Social Enterprise
2. Theoretical Foundations of Social Innovation
3. Social Enterprise Models
4. Leadership in Social Innovation
5. Design Thinking for Social Innovation
6. Sustainable Business Models
7. Impact Measurement and Evaluation
8. Global Trends and Case Studies
9. Policy and Regulatory Environments
10. Future Directions in Social Innovation</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Mulgan, G. (2019). Social innovation: How societies find the power to change. Policy Press.
• Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: Lessons from the Grameen experience. Long Range Planning.
• Nicholls, A., Simon, J., & Gabriel, M. (2015). New frontiers in social innovation research. Palgrave Macmillan.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">• Selected case studies from Ashoka, Skoll Foundation, and the UNDP.
• Journal articles and resources provided by the instructor.</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA</td></tr>
<tr><td>Technologies/software/programs to be used:</td><td colspan="4">MS Office Suite</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">Case Study Analysis:30% Analyze a social innovation initiative, evaluating its design, execution, and impact.
Interactive Workshops:30% Collaborative sessions using design thinking to develop innovative solutions to real-world problems.
Final Project 40% Develop a comprehensive business plan for a social enterprise, including financial projections, impact assessment, and a presentation.</td></tr>
<tr><td colspan="5">Course Policies and Procedures</td></tr>
<tr><td>Attendance policy:</td><td colspan="4">A minimum of 70% attendance is required as per IBCM’s institutional policy.</td></tr>
<tr><td>Late work or assignments policy:</td><td colspan="4">Late submissions may be accepted with a grade penalty unless prior arrangements are made with the instructor.</td></tr>
<tr><td colspan="5">Student Support Resources</td></tr>
<tr><td>IT Support and Resources:</td><td colspan="4">Students may contact campus IT support for assistance with accessing course materials and word processing tools.</td></tr>
<tr><td colspan="5">Lesson Plan</td></tr>
<tr><td>Week 1</td><td colspan="4">Overview of Social Innovation and Enterprise
Historical and Theoretical Foundations</td></tr>
<tr><td>Week 2</td><td colspan="4">Systems Thinking and Change
Social Innovation Ecosystems</td></tr>
</table>

Week 3	Types of Social Enterprise Models Case Studies in Social Enterprise
Week 4	Leading for Social Change Stakeholder Engagement
Week 5	Introduction to Design Thinking Prototyping and Testing Solutions
Week 6	Building a Sustainable Social Enterprise Financing Social Enterprises
Week 7	Introduction to Impact Measurement Developing an Impact Framework
Week 8	Role of Policy in Supporting Social Enterprises Advocacy and Policy Influence
Week 9	Strategies for Scaling Social Innovation Ensuring Long-Term Sustainability
Week 10	Trends in Social Innovation Addressing Emerging Global Challenges
Week 11	Project Proposal Workshop
Week 12	Drafting Business and Impact Plans
Week 13	Presentation Preparation
Week 14	Final Project Presentations (Part 1)
Week 15	Final Project Presentations (Part 2) and Course Wrap-Up

General Course Information	
Course name:	*Theoretical Foundations of Social Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2nd Semester, Year 1 (Social Management Specialization)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Besnik Fetahu*
Contact information:	*b.fetahu@ibcmitrovica.eu*
Preferred Method of Contact:	*E-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course provides a comprehensive examination of the theoretical foundations of social management, focusing on its interdisciplinary nature and connection to societal change. Students will explore theories of social systems, governance, and organizational management, emphasizing the integration of social justice, equity, and sustainability principles. Through theoretical analysis and practical applications, students will critically assess the role of social management in addressing contemporary social challenges and driving innovation in organizational and community settings.
Prerequisites:	*N/A*

<table>
<tr><td>Course learning outcomes:</td><td>Knowledge:
Understand foundational theories and concepts in social management, including social systems theory and governance frameworks (Bloom: Understand; DoK: Level 2 – Skill/Concept).
Analyze the relationship between social management practices and societal challenges, including equity, justice, and sustainability (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
Describe foundational ideologies, theories, values, and beliefs that shape social service practices in addressing poverty, health care, child welfare, and aging. (Bloom: Understand; DoK: Level 2 – Skill/Concept).</td></tr>
<tr><td></td><td>Skills:
Apply theoretical frameworks to assess poverty, health care, child welfare, and aging—in practical social service settings. (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Evaluate the effectiveness of social management strategies in addressing societal challenges (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Develop innovative strategies and solutions informed by social management theories (Bloom: Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td></td><td>Competencies:
Develop structured arguments that incorporate multiple theoretical perspectives to address key social concerns. (Bloom: Create; DoK: Level 4 – Extended Thinking).
Communicate complex theoretical concepts effectively to diverse stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Integrate ethical considerations and social justice principles into social management practices (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Active participation in class activities and discussions
Case study analysis and presentation of the analysis
Final exam</td></tr>
<tr><td>Workload Allocation:</td><td><table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table></td></tr>
<tr><td>Communication/feedback channels:</td><td>Course materials and assignments will be uploaded to Google Classroom. The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td>Un Introduction to Social Management: Theoretical Perspectives
Social Systems Theory and Governance Frameworks
The Role of Social Justice and Equity in Social Management</td></tr>
</table>

	• Sustainability and Ethical Considerations in Social Management • Organizational and Community Applications of Social Management • Innovation and Policy Development in Social Management
Instructional and Technology Information	
List of required textbooks and learning materials:	• Osborne, S. P. (2010). The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance. Routledge. • Mulgan, G. (2020). Social Innovation: How Societies Find the Power to Change. Policy Press.
Additional textbooks and learning materials:	• Segal, Elizabeth, (2016). Social Welfare Policy and Social Programs. Cengage. • Spicker, Paul (2014). Social Policy, Theory and Practice. Policy Press.
Citation format:	*APA style*
Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course*
Course Assignments and Assessments	
Assignments and descriptions:	• Active participation 10% • Case Study Analysis (30%): Evaluating the application of theoretical frameworks to real-world scenarios. • Presentation of case study analysis 20%. • Final Exam (40%): Comprehensive assessment of all course content.
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application; • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Stat Soft Software • Zoom and google meet • Jstor
Course lesson schedule	
Week 1	Introductions, Course description and expectation;
Week 2	Historical Foundations of Social Service
Week 3	Conceptual Foundations of Social Service Practice
Week 4	Policy Frameworks and Social Systems
Week 5	Theories of Social Innovation
Week 6	Analyzing and Researching Social Service Practice

Week 7	Governance and Public Value Creation
Week 8	Applying Theories to Practice
Week 9	Key Social Welfare Policies and Programs
Week 10	Poverty and Economic Inequality
Week 11	Challenges in Social Management
Week 12	Visits to Social Service Department and Social Work Centers
Week 13	Case study presentations
Week 14	Communicating Theoretical Insights
Week 15	Course Review

General Course Information	
Course name:	Social Work and Social Security Policy
Course number:	
Study Programme:	International Management and Sustainability, MSc
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	2nd Semester, Year 2 (Social Management)
Class Status:	Elective
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Bujar Gallopeni*
Contact information:	*b.gallopeni@ibcmitrovica.eu*
Preferred Method of Contact:	Email
Office hours:	*Weekly office hours: with email upon request
Course Description	
Course overview:	This course provides an exploration of social work's role in empowering individuals, families, and communities to improve their socio and economic circumstances. Emphasizing equity, social justice, and human rights, the course delves into social work's impact on addressing issues on social concerns. Students will understand how social work and social security policy aims to foster self-determination and enhance the capacity of individuals and communities to navigate and influence their environments. The course covers the role of social work in advocating for fair resource distribution and reduced societal inequalities. Through case studies, students will engage with real-world examples, gaining insight into the challenges faced by social workers and the individuals they serve.
Prerequisites:	N/A
Course learning outcomes:	Knowledge • Understand the core principles and functions of social work as a profession and career, including generalist practice approaches for addressing diverse social issues (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe welfare protection models and compare social security systems across Europe, identifying key differences in structure, accessibility, and support mechanisms (Bloom: Understand/Analyze; DoK: Level 2/3 – Skill/Concept and Strategic Thinking). • Analyze significant social challenges—such as poverty, behavioral health, family dynamics, and marginalized groups—and their

<table>
<tr><td></td><td>implications for social work practices and social security protection systems (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).</td></tr>
<tr><td></td><td>Skills
Apply generalist social work methods to assess and address social issues, including poverty, substance abuse, family dynamics, and juvenile delinquency, across various settings (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Conduct comparative evaluations of social security and welfare models, critically assessing their effectiveness and limitations in addressing diverse social needs (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Evaluate and synthesize evidence-based intervention strategies for addressing the needs of marginalized populations (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td></td><td>Competences
Communicate complex social issues and intervention strategies effectively, using case studies and policy analyses to engage diverse stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Demonstrate ethical decision-making and cultural sensitivity when addressing the needs of marginalized individuals and groups, especially those facing emotional or behavioral challenges (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).
Develop coherent and evidence-based arguments advocating for more equitable and effective social security policies, focusing on reducing inequalities and enhancing social protection (Bloom: Create/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Objectives will be reached through active participation of students in class discussions and forums hosted in Google Classroom; Social security program design proposal, and final exam.</td></tr>
<tr><td>Workload Allocation:</td><td><table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>5</td><td>25</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table></td></tr>
<tr><td>Communication/feedback channels:</td><td>Students can reach the instructor via email or during office hours. Feedback will be provided on assignments, projects, and in-class participation.</td></tr>
<tr><td>Main course themes and topics:</td><td>Social Work as a Profession and a Career
Generalist Social Work Practice
Poverty and Public Welfare
Emotional/Behavioral Problems and Counseling
Family Problems and Services to Families
Sexual Orientation, Gender Identity, and Services to Marginalized Groups</td></tr>
</table>

	• Drug Abuse and Drug Treatment Programs • Crime, Juvenile Delinquency, and Correctional Services • Typology of the welfare protection models • Compare analysis of the social security models in Europe • Challenges facing social work and social security protection
Instructional and Technology Information	
List of required textbooks and learning materials:	• Zastrow, Charles, (2017). Social Work and Social Welfare: Empowering People, Twelfth Edition. Cengage. • Cousins, Mel (2005). European Welfare States • Comparative Perspectives. Sage Publication.
Additional textbooks and learning materials:	• Fetahu, Besnik (2022). What is Welfare State? Lena Publishing.
Citation format:	APA
Technologies/software/ programs to be used:	MS Office Suite
Course Assignments and Assessments	
Assignments and descriptions:	Active participation/forum discussions (20%) Social security Program Design proposal (30%) Final exam (50%)
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.
Lesson Plan	
Week 1	Introductions, Course description and expectation
Week 2	Social Work as a Profession and a Career
Week 3	Generalist Social Work Practice
Week 4	Poverty and Public Welfare
Week 5	Emotional/Behavioral Problems and Counseling
Week 6	Family Problems and Services to Families
Week 7	The Delivery of Social Welfare Services
Week 8	Sexual Orientation, Gender Identity, and Services to Marginalized Groups
Week 9	Drug Abuse and Drug Treatment Programs Crime, Juvenile Delinquency, and Correctional Service
Week 10	Typology of the welfare protection models Compare analysis of the social security models in Europe
Week 11	Challenges facing social work and social security protection
Week 12	Visits to Social Work Centers and Institute for Social Policy
Week 13	Policy in practice
Week 14	Case Study Review
Week 15	Case Study Presentations

General Course Information

Course name:	*Ethical Practices in Social Service Provision*
Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2ndt Semester, Year 1 (Social Management Specialization)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof Asst. Dr. Linda Abazi*
Contact information:	*l.abazi@ibcmitrovica.eu*
Preferred Method of Contact:	*email*
Office hours:	*Weekly office hours: with email upon request
Course Description	
Course overview:	This course explores the ethical foundations, principles, and dilemmas commonly encountered in social service professions. The course provides students with a comprehensive understanding of the ethical standards and values essential for effective and responsible social service delivery. Key topics include client confidentiality, informed consent, cultural competence, advocacy, and navigating conflicts of interest. Through case studies and real-world examples, students learn to analyze complex ethical issues, make informed decisions, and apply ethical frameworks in various social service settings.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand core ethical theories, principles, and their application to social service provision (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Identify and explain ethical issues, standards, and dilemmas in social services, including confidentiality, informed consent, and cultural sensitivity (Bloom: Understand/Analyze; DoK: Level 2/3 – Skill/Concept and Strategic Thinking). • Recognize the significance of ethics in promoting equitable, just, and inclusive social service delivery (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills • Analyze complex ethical situations in social service settings and apply appropriate ethical frameworks for effective decision-making (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Communicate ethical decisions clearly and effectively with clients, colleagues, and other stakeholders, demonstrating cultural sensitivity and professionalism (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate the ethical implications of policies, practices, and procedures within social service organizations, recommending improvements where necessary (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
	Competencies:

<table>
<tr><td></td><td colspan="4">

Demonstrate a strong commitment to ethical responsibility and professionalism in social service practices (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).
Exhibit cultural competence and sensitivity in interactions with diverse populations, particularly vulnerable and marginalized groups (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Lead or actively contribute to the development and implementation of ethical guidelines and best practices in social service organizations, promoting accountability and equity (Bloom: Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Learning Outcomes are to be verified through active class discussions and class work, case study analysis of real world application of ethical dilemma in real or hypothetical situations, simulations and final exam.</td></tr>
<tr><td>Workload Allocation:</td><td colspan="4">
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td></td><td></td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">

Course materials and assignments will be uploaded to Google Classroom.
The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.

</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">

Foundations of Ethics in Social Services
Confidentiality and Privacy
Informed Consent and Autonomy
Cultural Competence and Sensitivity
Advocacy and Social Justice
Conflict of Interest and Dual Relationships
Ethical Decision-Making Models
Ethics in Organizational Contexts

</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">

Barsky, A. E. (2023). Essential ethics for social work practice. Oxford University Press.
Barsky, A. E. (2019). Ethics and values in social work: An integrated approach for a comprehensive curriculum (2nd ed.). Oxford University Press.
McAuliffe, D. (2021). Interprofessional ethics: Collaboration in the social, health, and human services (2nd ed.). Cambridge University Press.

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">

Banks, S., & Gallagher, A. (2023). Ethics in professional life: Virtues for health and social care. Policy Press.
Ife, J., Soldatić, K., & Briskman, L. (2022). Human rights and social work: Towards rights-based practice (4th ed.). Cambridge University Press.

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</table>

	• Terry, L., Leathard, A., & McLaren, S. (Eds.). (2022). Ethics and contemporary challenges in health and social care. Cambridge University Press.
Citation format:	*APA style*
Technologies/software/ programs to be used:	/
Course Assignments and Assessments	
Assignments and descriptions:	• Active participation in class discussions and activities 10% • Case study analysis (students will analyze a real or hypothetical ethical dilemma in social service provision (30%). • Ethnical Decision Making Simulation (students participation in a scenario based ethnical decision making exercise (20%) • Final Exam 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and statistical software • Digital access to library resources • Books, journals, and databases related to program evaluation and social management
Course lesson schedule	
Week 1	Introduction to the course - Course description and expectation
Week 2	Foundations of Ethics in Social Services (Part 1)
Week 3	Foundations of Ethics in Social Services (Part 2)
Week 4	Confidentiality and Privacy (Part 1)
Week 5	Confidentiality and Privacy (Part 2)
Week 6	Informed Consent and Autonomy (Part 1)
Week 7	Informed Consent and Autonomy (Part 2)
Week 8	Cultural Competence and Sensitivity (Part 1)
Week 9	Cultural Competence and Sensitivity (Part 2)
Week 10	Guest Lecture
Week 11	Advocacy and Social Justice
Week 12	Conflict of Interest and Dual Relationships
Week 13	Ethical Decision-Making Models
Week 14	Ethics in Organizational Contexts
Week 15	Course Review

General Course Information	
Course name:	*Labor and Welfare Law of the EU*
Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Social Management Specialization)*
Class Status:	*Elective*

Instructor Information	
Name and Last Name:	*Prof. Dr. Remzije Istrefi*
Contact information:	
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course provides an analysis of the European Union's role in labor and welfare law, examining the interactions between EU institutions, the Council of Europe, and member state governments. Students will explore how EU labour standards impact national policies, focusing on employment rights, social security coordination, equality, and working conditions. Through this perspective, students will gain a comprehensive understanding of labour law as a multifaceted and evolving field, influenced by both national and supranational actors and policies across Europe.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand the foundational principles, sources, and frameworks of labor and welfare law within the European Union and broader European context (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Identify the roles and interactions of the European Union, other international actors, and national governments in shaping and enforcing labor and welfare standards (Bloom: Understand/Analyze; DoK: Level 2/3 – Skill/Concept and Strategic Thinking). • Analyze the impact of key instruments such as the European Convention on Human Rights, the European Social Charter, and EU directives on labor rights and welfare policies across member states (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Interpret and critically analyze EU directives, regulations, and case law related to labor standards and worker protections (Bloom: Analyze/Evaluate; DoK: Level 3/4 – Strategic Thinking/Extended Thinking). • Conduct comparative assessments of labor laws across European countries, highlighting the influence of supranational legal frameworks (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Formulate and present well-reasoned arguments addressing current issues and challenges in EU labor and welfare law (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Engage in informed and nuanced discussions on labor and welfare law within Europe's multi-layered legal framework, considering cultural and legal diversity (Bloom: Evaluate/Create; DoK: Level 4 – Extended Thinking).

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Apply knowledge of EU labor and welfare law to propose solutions for emerging labor market challenges, including non-standard employment, worker mobility, and digitalization (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
Communicate complex legal analyses effectively, tailoring content to both academic and policy-oriented audiences through clear, structured presentations and writings (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).

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<tr><td>Learning outcomes verification:</td><td colspan="4">Objectives will be achieved through class activities, case study analysis written assignment, and class presentation, and Final examination.</td></tr>
<tr><td>Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td></td><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td></td><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td></td><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td></td><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td></td><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">

Course materials and assignments will be uploaded to Google Classroom.
The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.

</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">

Introduction to EU Labor and Welfare Law.
The roles of EU institutions and other actors in labor policies through directives, regulations, and strategies.
EU Employment Standards and Worker Protection.
EU laws on anti-discrimination and gender equality, with comparisons across member states.
EU’s role in coordinating social security systems and promoting social welfare rights.
Rights of workers under the EU’s free movement principle and labor protections for non-EU nationals.
Collective bargaining practices and the influence of the European Social Charter on labor relations.
Modern issues like, digitalization, and EU responses to economic crises in the labor market.

</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">

Jaspers, Teun. Pennings, Frans. Saskia Peters (2024) European Labour Law. 2nd Edution. Intersentia.
Evju, Stein (ed.) (2014). Regulating Transnational Labour in Europe: The quandaries of multilevel governance. Department of Private Law, University of Oslo
Barnard, Catherine. (2014) EU Employment Law and the European Social Model: The Past, the Present and the Future.

</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">EU Treaties legislation access platforms – EUR LEX
European Court of Human Rights Case database (HUDOC)
jstore
google scholar</td></tr>
</table>

Citation format:	*APA style*
Technologies/software/ programs to be used:	*MS Office* *Miro* *Google Workspace*
Course Assignments and Assessments	
Assignments and descriptions:	• In class active participation (10%) • Case Law Analysis and Presentation 40% • Final exam 50%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and statistical software • Digital access to library resources • Books, journals, and databases related to program evaluation and social management
Course lesson schedule	
Week 1	Introduction to EU Labor Law – Historical Development and Key Concepts
Week 2	Legal Pluralism in EU Labor Law – National vs. Supranational Jurisdictions
Week 3	Role of EU Institutions in Labor Law (European Parliament, Council, Commission)
Week 4	The Council of Europe's Influence on Labor Law (ECHR and European Social Charter)
Week 5	EU Directives, Regulations, and Recommendations – An Overview
Week 6	Case Law and the Role of the European Court of Justice in Labor Rights
Week 7	EU Standards on Working Conditions and Health & Safety Regulations
Week 8	Protections for Atypical, Part-time, and Temporary Workers
Week 9	EU Anti-Discrimination Directives Gender Equality Policies
Week 10	Coordination of Social Security across EU Member States The European Social Charter's Role in Social Welfare
Week 11	EU Free Movement Principle Rights and Implications for Workers Rights and Protections for Third-Country Nationals in the EU
Week 12	Collective Bargaining Rights and EU Influence on Labor Relations
Week 13	Social Dialogue and the Role of the European Social Charter
Week 14	EU Responses to Economic Crises and Implications for Labor Law
Week 15	Course Review

General Course Information	
Course name:	*Organizational Behavior and Management in Social Context*

Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*2ndt Semester, Year 1 (Social Management Specialization)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Labinot Hajdari*
Contact information:	*l.hajdari@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the dynamics of organizational behavior and management within the context of social services and community-focused organizations. It examines key theories and practices related to motivation, leadership, team dynamics, decision-making, and organizational culture, with a specific focus on how these elements influence the effectiveness of social institutions. Students will analyze how societal, cultural, and ethical factors shape management practices in organizations working with diverse populations. Through case studies, role-playing, and group projects, students will develop the skills needed to manage and lead effectively in socially driven organizations while promoting inclusivity, equity, and sustainability in their operations.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Understand core concepts and theories of organizational behavior and their relevance in social service organizations (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze the influence of social, cultural, and ethical factors on management practices in diverse organizational contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe strategies for fostering positive organizational culture, effective leadership, and team collaboration in social settings (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills • Apply theories of motivation, leadership, and team dynamics to improve organizational performance and outcomes (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate management practices and organizational strategies for their alignment with inclusivity, equity, and sustainability goals (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Develop strategies for managing change and fostering innovation in socially driven organizations (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Demonstrate leadership and team management skills in addressing challenges faced by social service organizations (Bloom:

<table>
<tr><td></td><td>Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
• Communicate effectively with diverse stakeholders to promote collaboration and shared understanding in organizational settings (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
• Incorporate cultural sensitivity and ethical considerations into organizational decision-making processes (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Active class activities, group project in Organizational Behavior Intervention Plan, and Final Exam.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
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</td></tr>
<tr><td>Communication/feedback channels:</td><td>• Course materials and assignments will be uploaded to Google Classroom.
• The instructor will be available during office hours and via email, with a response time of 48 hours.
• Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td>• Introduction to Organizational Behavior in Social Contexts
• Motivation Theories and Practices in Social Service Organizations
• Leadership in Diverse and Multicultural Teams
• Organizational Culture and Ethics in Social Contexts
• Team Dynamics and Conflict Resolution
• Managing Change and Innovation in Social Service Organizations</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>• Colin Carnall, Managing Change in Organizations (latest edition)Jan van den Ende, Innovation Management 1st ed. 2021 Edition;
• Robbins, S. P., & Judge, T. A.(2013) Organizational Behavior. Pearson Education.
• Cameron, K., & Quinn, R. (2011) Diagnosing and Changing Organizational Culture. Josey-Bass. 3rd edition.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>Additional learning material will be provided by the course professor through Google Classroom.</td></tr>
<tr><td>Citation format:</td><td>APA style</td></tr>
<tr><td>Technologies/software/ programs to be used:</td><td>Google Space
MS Office
Google Classroom
Miro</td></tr>
<tr><td colspan="2">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td>• Active participation 10%
• Final Exam 50%</td></tr>
</table>

	• Group Project – Organizational Behavior Intervention Plan and presentation 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and statistical software • Digital access to library resources • Books, journals, and databases related to program evaluation and social management
Course lesson schedule	
Week 1	Introduction to Organizational Behavior
Week 2	Motivation Theories and Practices
Week 3	Leadership in Multicultural Teams
Week 4	Organizational Culture and Ethics
Week 5	Team Dynamics and Collaboration
Week 6	Conflict Resolution Strategies
Week 7	Midterm Exam
Week 8	Change Management in Organizations
Week 9	Innovation and Creativity in Teams
Week 10	Organizational Strategies for Inclusion
Week 11	Ethical Leadership in Social Services
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Communicating Organizational Insights
Week 15	Course Review

General Course Information	
Course name:	*Programme and Project Evaluations in Social Management*
Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1 (Social Management Specialization)*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Bujar Gallopeni*
Contact information:	*b.gallopeni@ibcmitrovica.eu*
Preferred Method of Contact:	*Email.*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course equips students with the knowledge and skills needed to design, implement, and evaluate programs and projects in the field of social management. Students will learn evaluation methodologies, including qualitative and quantitative approaches, as well as tools for

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<tr><td></td><td colspan="4">assessing program effectiveness, efficiency, and impact. Emphasis will be placed on linking evaluations to decision-making processes and policy improvements. Case studies, group projects, and practical exercises will help students apply these methodologies to real-world social programs and projects.</td></tr>
<tr><td>Prerequisites:</td><td colspan="4">N/A</td></tr>
<tr><td rowspan="3">Course learning outcomes:</td><td colspan="4">Knowledge
Understand the fundamental principles, methodologies, and tools used in program and project evaluation (Bloom: Understand; DoK: Level 2 – Skill/Concept).
Analyze evaluation designs and their application in assessing the efficiency, effectiveness, and impact of social programs (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
Describe the role of evaluations in improving social policies and decision-making processes (Bloom: Understand; DoK: Level 2 – Skill/Concept).</td></tr>
<tr><td colspan="4">Skills
Apply evaluation frameworks and tools to assess real-world social programs and projects (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Develop comprehensive evaluation plans, incorporating both qualitative and quantitative methodologies (Bloom: Create; DoK: Level 4 – Extended Thinking).
Critically evaluate the outcomes and impacts of social programs, making evidence-based recommendations for improvement (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td colspan="4">Competencies:
Design evaluation strategies that align with organizational goals, stakeholder needs, and ethical considerations (Bloom: Create; DoK: Level 4 – Extended Thinking).
Communicate evaluation findings and recommendations effectively to policymakers, practitioners, and other stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Incorporate equity, inclusivity, and sustainability considerations into evaluation processes to ensure comprehensive and fair assessments (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Active participation in Practical Exercises
Evaluation Design Proposal
Case Study Analysis of a Social Program Evaluation</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>

Communication/feedback channels:	• Course materials and assignments will be uploaded to Google Classroom. • The instructor will be available during office hours and via email, with a response time of 48 hours. • Feedback on assignments and projects will be provided regularly.
Main course themes and topics:	• Introduction to Program and Project Evaluations • Evaluation Methodologies: Quantitative and Qualitative Approaches • Designing Evaluation Frameworks and Tools • Measuring Efficiency, Effectiveness, and Impact • Linking Evaluations to Policy and Decision-Making • Case Studies in Social Program Evaluations • Communicating Evaluation Findings to Stakeholders
Instructional and Technology Information	
List of required textbooks and learning materials:	• Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004) Evaluation: A Systematic Approach. SAGE Publications. 7th edition • Mark, M. M., Greene, J. C., & Shaw, I. F. (2006)The SAGE Handbook of Evaluation. SAGE Publications.
Additional textbooks and learning materials:	All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	**Specific technologies/software/programs to be used in the course*
Course Assignments and Assessments	
Assignments and descriptions:	- Active participation in Practical Exercises 20% - Evaluation Design Proposal 40% - Case Study Analysis of a Social Program Evaluation 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and statistical software • Digital access to library resources • Books, journals, and databases related to program evaluation and social management
Course lesson schedule	
Week 1	Introduction to Program Evaluations
Week 2	Evaluation Methodologies
Week 3	Designing Evaluation Frameworks
Week 4	Historical and contemporary gender roles in the workplace.
Week 5	Measuring Effectiveness and Impact
Week 6	Linking Evaluations to Policy
Week 7	Midterm Exam

Week 8	Quantitative Evaluation Techniques
Week 9	Qualitative Evaluation Techniques
Week 10	Communicating Evaluation Findings
Week 11	Ethical Considerations in Evaluation
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Case Studies of Successful Evaluations
Week 15	Course Review

General Course Information	
Course name:	*Sustainability, Work and Gender*
Course number:	
Study Programme:	*International Management and Leadership, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*2ndt Semester, Year 1*
Class Status:	*Elective*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Judita Krasniqi*
Contact information:	*j.krasniqi@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course which spans multiple disciplines, offers a thorough analysis of the connections among sustainability, workplace settings, and gender relations. It provides students with the analytical skills and practical expertise needed to tackle challenges and create sustainable, inclusive practices in different professional environments.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge* • Explain the fundamental principles of sustainability, encompassing environmental, social, economic factors, and gender, and their interconnections with workplace practices (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze gender theories, including historical and modern perspectives on gender roles, and evaluate the effects of gender disparities in workplace settings (Bloom: Analyze/Evaluate; DoK: Level 3/4 – Strategic Thinking). • Understand and assess the dynamic interplay between sustainability, workplace structures, and gender within organizational and social contexts (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills • Evaluate complex situations, policies, and procedures to identify the connections between gender, sustainability, and employment (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).

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<tr><td></td><td>

Design and propose practical measures to enhance workplace sustainability and foster gender equality (Bloom: Create; DoK: Level 4 – Extended Thinking).
Critically examine existing policies and contribute to the development of new strategies that align with sustainable and inclusive practices (Bloom: Analyze/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td></td><td>
Competencies:

Integrate gender and sustainability considerations into workplace strategies through project work and assignments, showcasing practical applications of theoretical concepts (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).
Demonstrate leadership skills in advocating for inclusive, equitable, and sustainable approaches in academic and professional settings (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
Develop and implement innovative, forward-thinking strategies to address workplace demands related to sustainability and gender equity (Bloom: Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, assignment on work, gender and sustainability and class presentations and final exam.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>

Professor provide 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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
Students are expected to regularly check their emails (daily) and Google Classroom in case of any changes or announcements, and the timetable.

</td></tr>
<tr><td>Main course themes and topics:</td><td>

Sustainable development objectives (SDOs) and their effects on international policies development goals;
Strategies for creating sustainable work environments.

</td></tr>
</table>

	• Gender theories and feminist perspectives. • Historical and contemporary gender roles in the workplace. • Policies for gender equality and inclusion. • Examination of gender roles, identity, and representation in the workforce. • Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings. • The economic and social impact of gender equality on sustainability initiatives. • Role of women and gender-diverse individuals in leadership positions focused on sustainability. • Analysis of policies that promote gender inclusivity and environmental sustainability. • Intersectionality and its implications for workplace policies • Workplace practices that align with sustainable and inclusive goals. • Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies. • Case studies on how legislation affects workplace diversity and environmental practices. • Gender and sustainability mainstreaming methods on research.
Instructional and Technology Information	
List of required textbooks and learning materials:	- Skjerven A. Fordham M. (2023). Gender and the ustainable Development Goals: Infrastructure, Empowerment and Education. (1st ed) Routledge. ISBN 9781032004525 - Rimanoczy, I. (2020). The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World (1st ed.). Routledge. https://doi.org/10.4324/9781003095637 - Caroline Criado Perez (2020) Invisible Women: Exposing Data Bias in a World Designed for Men. Everybook. ISBN: 9781784741723.
Additional textbooks and learning materials:	- Murray, Janet Y., & Zhang-Zhang, Yingying. (2018). Insights on women's labor participation in gulf cooperation council countries. Business Horizons, 61(5), 711-720. https://doi.org/10.1016/j.bushor.2018.04.006 - Garcia-Sanchez, Isabel-Maria, Suarez-Fernandez, Oscar, & Martinez-Ferrero, Jennifer. (2019). Female directors and impression management in sustainability reporting. International Business Review, 28(2), 359-374. https://doi.org?10.1016/j.ibusrev.2018.10.007 - Miska, Christof, Szocs, Ilona, & Schiffinger, Michael. (2018). Culture's effects on corporate sustainability practices: A multi-domain and multi-level view. Journal of World Business, 53(2), 263-279. https://doi.org?10.1016/j.jwb.2017.12.001 * All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/ programs to be used:	*Google workspace:* *Miro – brainstorming for assignment development*
Course Assignments and Assessments	

Assignments and descriptions:	Analysis of Case Study on Work, Gender, and Sustainability (30%) plus 10% on the presentation of the case study (optional): Students will critically examine a real case study on the intersection of gender and sustainability in the workplace (e.g., the impact of climate policy on women's labor rights, gender differences in green jobs). The analysis must incorporate ethical, economic, and policy factors. Active participation in class discussions: 10% Final Exam: 50%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, lab equipment, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Stat Soft Software • Zoom and google meet
Course lesson schedule	
Week 1	• Introductions • Course description and expectation; Sustainable development objectives (SDOs) and their effects on international policies.
Week 2	Strategies for creating sustainable work environments.
Week 3	Gender theories and feminist perspectives
Week 4	Historical and contemporary gender roles in the workplace.
Week 5	Policies for gender equality and inclusion.
Week 6	Examination of gender roles, identity, and representation in the workforce.
Week 7	Strategies for overcoming gender bias, discrimination, and barriers to equality in professional settings.
Week 8	The economic and social impact of gender equality on sustainability initiatives.
Week 9	Role of women and gender-diverse individuals in leadership positions focused on sustainability.
Week 10	Analysis of policies that promote gender inclusivity and environmental sustainability
Week 11	Intersectionality and its implications for workplace policies
Week 12	Workplace practices that align with sustainable and inclusive goals.
Week 13	Methods for managing change in organizations to incorporate gender-sensitive and eco-friendly policies.
Week 14	Guest lecturer
Week 15	Gender and sustainability mainstreaming methods on research.

4.3 3rd Semester

The third semester of the MSc in International Management and Sustainability program offers advanced, interdisciplinary coursework that deepens students' understanding of sustainable development, digital transformation, and labor market dynamics. This semester focuses on equipping students with the analytical tools and strategic thinking needed to address complex challenges in sustainability and organizational innovation. Courses such as New Public Governance and Co-Production for Sustainable Development emphasize collaborative governance models and stakeholder engagement, while Digital Transformations for Local Green Transitions explores how digital tools can drive environmental and social change at the community level.

Students also engage with Economics of Sustainability and Business Innovation, which provides an in-depth analysis of how economic strategies can promote sustainable development and foster innovative business models. Sustainable Labour Markets and Welfare: Actors, Institutions, and Strategies examines the institutional frameworks and policies that shape sustainable labor markets and welfare systems. Additionally, Network Analysis for Sustainability Plans and Policies introduces students to tools for mapping and analyzing networks to create effective and actionable sustainability strategies.

The third semester also marks a critical divergence for students pursuing the double-degree track with Sapienza University of Rome. Those on this track will follow the Sapienza curriculum, attending courses taught by Sapienza faculty and engaging with the academic resources of one of Europe's leading universities. Meanwhile, students who opt to continue the IBCM track will take the same courses offered by IBCM, taught by IBCM professors. Both tracks maintain identical learning outcomes, ensuring that all students, regardless of their chosen path, receive rigorous academic training aligned with the program's interdisciplinary and international focus.

Syllabuses:

Semester 3 – IBCM and Sapienza University of Rome Double Degree Courses		
M/E	***Subject***	***ECTS***
M	*New public governance and co-production for sustainable development*	*6*
M	*Digital transformations for local green transitions*	*6*
M	*Economics of sustainability and business innovation*	*6*
M	*Sustainable labour markets and welfare: actors, institutions, and strategies*	*6*
M	*Network analysis for sustainability plans and policies*	*6*

The Syllabuses for the courses and track description of the Sapienza University of Rome can be found here: Profile and International Curriculum

4.4 4th Semester

The fourth semester of the MSc in International Management and Sustainability program serves as the capstone of students' academic journey, focusing on advanced specialization and the completion of the master's thesis. This semester is designed to allow students to apply the knowledge and skills they have developed throughout the program to real-world challenges, contributing to academic research or

addressing practical issues in their chosen fields of Business Management, Environmental Management, or Social Management.

For students pursuing the double-degree track with Sapienza University of Rome, the fourth semester includes coursework and research aligned with Sapienza's academic framework. These students engage with Sapienza's faculty and resources, further enhancing their international experience and gaining valuable insights from one of Europe's premier institutions. On the IBCM track, students complete the semester under the guidance of IBCM faculty, focusing on thesis work and advanced topics related to their specialization. While the two tracks differ in delivery, they share identical learning outcomes, ensuring all students are equally prepared for leadership roles in their respective fields.

The centerpiece of the fourth semester is the master's Thesis, which challenges students to conduct original research or develop innovative solutions to complex issues within their specialization. Guided by faculty mentors, students design, execute, and present their projects, demonstrating the critical thinking, analytical, and problem-solving skills required for academic and professional success. This semester solidifies students' expertise, preparing them to transition seamlessly into leadership roles or further academic pursuits.

4.4.1 4th Semester IBCM Track

The fourth semester under the IBCM track is the culmination of the MSc in International Management and Sustainability program, focusing on advanced specialization coursework and the completion of the Master Thesis. This semester emphasizes the practical application of interdisciplinary knowledge, preparing students for leadership roles or further academic pursuits. Students from all specializations share three key courses that provide a robust foundation in sustainability, research methodologies, and thesis development, while each specialization offers an additional tailored course to deepen expertise in their respective fields.

The shared course Digital Transformation and Innovation for Sustainability explores cutting-edge approaches to integrating digital technologies in fostering sustainable development, equipping students with the tools to drive innovation and efficiency. The Thesis Research Writing Seminar provides structured guidance on research methodologies, academic writing, and project design, ensuring students are well-prepared to undertake their thesis projects. The semester culminates in the Master Thesis, where students conduct original research or develop innovative solutions to challenges within their specialization, demonstrating their critical thinking, analytical, and problem-solving skills.

In addition to these shared courses, students further refine their expertise through a specialization-specific course. Business Management students take Business Analysis, focusing on advanced tools and techniques for evaluating and optimizing organizational performance. Environmental Management students engage in Integrated Waste Management, exploring sustainable practices and policies for waste reduction and resource efficiency. Social Management students study Strategic Leadership and Governance in Social Organizations, emphasizing leadership strategies and governance frameworks

tailored to social enterprises and organizations. This combination of shared and specialized learning ensures that graduates are well-equipped to excel in their chosen fields, with the ability to tackle complex, interdisciplinary challenges.

Syllabuses:

Semester 4 – IBCM track		
M	*Digital Transformation and innovation for Sustainability*	*5*
M	*Business Analysis* ***(Business Management)***	*5*
M	*Integrated Waste Management* ***(Environmental Management)***	
M	*Strategic Leadership and Governance in Social Organizations* ***(Social Management)***	
M	*Thesis Research Writing Seminar*	*5*
M	*Master Thesis*	*15*

General Course Information	
Course name:	*Digital Transformation and Innovation for Sustainability*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*4th semester,2nd year (All specializations)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Dr. Mihone Kerolli Mustafa*
Contact information:	*m.kerolli@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	Digitalization for Sustainability emphasizes the proactive development and use of digital tools to achieve environmental targets, leveraging the potential of technology to foster positive outcomes for both the environment and its inhabitants. During this course student will be presented with modern approach to digitalization and utilization of transformative technology in business development taking into consideration sustainability during the process.
Prerequisites:	*Courses from previous semesters*
Course learning outcomes:	*Knowledge:* • Understand the principles and applications of digitalization and information technologies in the context of sustainability (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Integrate cross-disciplinary approaches to designing innovative projects and sustainable business ideas (Bloom: Apply/Analyze; DoK: Level 3 – Strategic Thinking).

<table>
<tr><td></td><td>Skills:
Evaluate potential applications of digital technologies in the development and enhancement of sustainable products and services (Bloom: Evaluate; DoK: Level 4 – Extended Thinking).
Develop theoretical models and strategies for achieving sustainable business growth through digital innovation (Bloom: Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td></td><td>Competencies:
Autonomously design and implement innovative ideas for business growth, leveraging digital technologies and sustainability principles (Bloom: Create; DoK: Level 4 – Extended Thinking).
Transform existing business concepts by introducing digital solutions and effectively communicate findings to stakeholders (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Advocate for and recommend actionable solutions that align with sustainable development goals, fostering innovation and social responsibility (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td>Learning objectives will be achieved through a combination of lectures, videos, online discussion forums, interactive exercises, comprehension questions, assignments/seminar, weekly readings and final exam.</td></tr>
<tr><td>Workload Allocation:</td><td><table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>2</td><td>15</td><td>30</td></tr>
<tr><td>Exercises</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Practical Work/Labs</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Consultations</td><td>1</td><td>15</td><td>15</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>2</td><td>3</td><td>6</td></tr>
<tr><td>Assessment</td><td>2</td><td>2</td><td>4</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table></td></tr>
<tr><td>Communication/feedback channels:</td><td>Course materials and assignments will be uploaded to Google Classroom.
The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td>Sustainable growth through digitalization
Digitalization-driven product and service innovation
Sustainable business models in the digital era;
Digital-enabled innovation management for sustainability
Digital innovation processes and sustainable practices
Digital transformation and sustainable value creation</td></tr>
</table>

	• Environmental and social impact of digitalization;
Instructional and Technology Information	
List of required textbooks and learning materials:	• Gómez, J. M., & Lorini, M. R. (2023). *Digital Transformation for sustainability: ICT-supported Environmental Socio-economic Development*. Springer. • Kozina, Y., Bogdanova, N. (2023). Sustainability and Digitalization as the Basic Principles of the German Environmental Agenda. In: Bolgov, R., et al. Proceedings of Topical Issues in International Political Geography. TIPG 2021. Springer Geography. Springer, Cham. https://doi.org/10.1007/978-3-031-20620-7_25
Additional textbooks and learning materials:	• Soltysik, M., Wojnarowska, M., Urbaniec, M., Zabkar, V., & Varese, E. (2024). Sustainable business in the era of digital transformation: Strategic and Entrepreneurial Perspectives. Routledge.
Citation format:	*APA style*
Technologies/software/programs to be used:	• IT technology in environmental and electronic lab, • The simulations AERMOD and CALPUFF software • Drone • G-ISBEM software
Course Assignments and Assessments	
Assignments and descriptions:	Active participation (10%) Seminar (30%) Final exam (60%)
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet Additional Recommended Course Materials • USB drive for saving homework • A notebook for taking reading and class discussion notes.
Course week schedule	
Week 1	Effects of Digitalisation Impact of digitalisation and digitisation through technological developments

	Effects in the economy, politics and society Innovation processes and organisational changes
Week 2	Systems Thinking Introduction to systems theory
Week 3	Understanding complexity as a system property: levels, interdependencies, dynamics Consider organisation as a social system
Week 4	Data-Based Decision Making Which data sources are available and how is data systematically gained?
Week 5	Generate knowledge from data Learn, understand and apply analytical methods
Week 6	Algorithms & Intelligence Introduction to Artificial Intelligence Concept, limits and fields of application of machine learning based on neural networks
Week 7	Identifying and evaluating possible applications for machine learning
Week 8	Databases: How are large amounts of data organised and linked? Basic understanding of algorithms Artificial intelligence and neural networks
Week 9	Sustainability The diverse spectrum of sustainability from biology to law
Week 10	Sustainable Economy
Week 11	Post-growth economy / alternative economic models (e.g., Shareconomy) How to deal with zero growth?
Week 12	Qualitative vs. quantitative growth
Week 13	Circular economy / material and raw material usage
Week 14	Human values and social behaviour in a digitalised world - what is there to consider and how does this fit in?
Week 15	External responsibility: commitment to the society in which we all live

General Course Information	
Course name:	*Business Analysis*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*4th Semester, Year 2 (Business Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr.Agron Hajdari*
Contact information:	*a.hajdari@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course introduces the principles, tools, and techniques of business analysis, focusing on identifying business needs, developing solutions, and improving organizational performance. Students will learn how to analyze processes, assess data, and align business solutions with strategic goals. Topics include requirements gathering, stakeholder analysis, process modeling, and data-driven decision-making. Through case studies and practical projects, students will gain the skills to apply business analysis in diverse organizational contexts.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand the foundational concepts, principles, and methodologies of business analysis (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe the role of business analysis in driving organizational change and achieving strategic goals (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze business processes and organizational needs to identify opportunities for improvement (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Apply tools and techniques for stakeholder analysis, requirements gathering, and process modeling (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate business solutions using data-driven decision-making and cost-benefit analysis (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Develop business analysis deliverables, such as process models, requirements documentation, and business cases (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies: • Demonstrate the ability to work collaboratively with stakeholders to design and implement effective business solutions (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).

<table>
<tr><td></td><td colspan="4">Communicate business analysis findings and recommendations effectively to diverse audiences (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
Integrate ethical considerations and sustainability principles into business analysis practices (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Midterm and final exams
Case study analysis</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">Course materials and assignments will be uploaded to Google Classroom.
The instructor will be available during office hours and via email, with a response time of 48 hours.
Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">Introduction to Business Analysis
Stakeholder Analysis and Requirements Gathering
Process Modeling and Improvement
Data-Driven Decision-Making in Business Analysis
Developing and Evaluating Business Solutions
Ethical and Sustainable Practices in Business Analysis</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">Beynon-Davies, P. (2021). Business Analysis and Design: Understanding Innovation in Organisation. Palgrave Macmillan.
Paul, D., Cadle, J., & Yeates, D. (2014). Business Analysis (3rd ed.). BCS Learning & Development Limited.
Cadle, J., Paul, D., & Turner, P. (2014). Business Analysis Techniques: 99 Essential Tools for Success (2nd ed.). BCS Learning & Development Limited.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">All reading materials for the course will be available on the course (google classroom)</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA style</td></tr>
<tr><td>Technologies/software/programs to be used:</td><td colspan="4">*Specific technologies/software/programs to be used in the course</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">Midterm Exam (20%): Testing foundational knowledge of business analysis principles and methodologies.
Case Study Analysis (30%): Applying business analysis techniques to real-world scenarios.
Final Exam (50%): Comprehensive assessment of all course content.</td></tr>
</table>

Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and qualitative analysis tools • Digital access to library resources
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*
Course Week Schedule	
Week 1	Introduction to Business Analysis
Week 2	Stakeholder Analysis
Week 3	Requirements Gathering Techniques
Week 4	Process Modeling and Improvement
Week 5	Data-Driven Decision-Making
Week 6	Cost-Benefit Analysis
Week 7	Midterm Exam
Week 8	Developing Business Cases
Week 9	Ethical Considerations in Business Analysis
Week 10	Sustainability in Business Solutions
Week 11	Tools for Business Analysis
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Communicating Analysis Findings
Week 15	Course Review

General Course Information	
Course name:	*Integrated Waste Management*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS*
Semester and Year:	*4th Semester, Year 2 (Environmental Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Dr. Jelena Djokic*
Contact information:	**j.djokic@ibcmitrovica.eu*
Preferred Method of Contact:	*e-mail*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	Students will with the course learn tools that can be used on effective planning for waste management. After the completion of the course students will be able discuss how to promote effective governance of waste among key stakeholders, identify policy instruments to be used on waste management and waste reduction and discuss how circular economy approaches can be supported through waste management.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Explain the concept of waste and its relationship to the circular economy (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Describe the key elements of a waste management system and their interdependencies (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Identify the roles of various stakeholders in waste management and explain the tools and instruments available to prevent waste (Bloom: Analyze; DoK: Level 3 – Strategic Thinking).
	Skills: • Analyze and identify waste collection service infrastructure and understand its operational functioning (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Evaluate and apply methods for waste management planning and assess the importance of waste quantification in effective management systems (Bloom: Apply; DoK: Level 3 – Strategic Thinking).
	Competencies: • Assess and analyze various policy instruments used in waste management and the roles of industry and citizens in its implementation (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Identify and propose financing mechanisms for waste management, including Extended Producer Responsibility (EPR) schemes (Bloom: Create; DoK: Level 4 – Extended Thinking).

<table>
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Design and recommend policy interventions to stimulate investment in waste management systems (Bloom: Create; DoK: Level 4 – Extended Thinking).
Define and apply circular economy principles in relation to waste management by developing real project proposals (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).

</td></tr>
<tr><td>Learning outcomes verification:</td><td>Class Methodology - Students are encouraged to learn as autonomously and gain the knowledge and skills from each unit of the course book or additional material used in the classroom.
Theory-based classes: Case studies and
problem-solving learning will be used to deal with these and other concepts related to Environmental Law and application of Environmental policies on local and regional level
Practical classes: Students will work with a set of materials aimed to provide them with the
necessary skills to demonstrate the knowledge on substance, namely policies and relevant laws
Other activities
Projects and tutorials will focus on all the work produced by the students, which includes case studies and problem-solving activities.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
</table>
</td></tr>
<tr><td>Communication/feed back channels:</td><td>Professors provide 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.
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.
Students are encouraged to approach Lecturers in case any of the concepts or themes covered in the course are unclear.
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.</td></tr>
<tr><td>Main course themes and topics:</td><td>

Waste management and integrated waste management
Recycling goals
7Rs
Circular economy
Instruments for the proper waste management
Proper waste management planning on local and regional level

</td></tr>
</table>

Instructional and Technology Information	
List of required textbooks and learning materials:	Gupta, A., Kumar, R., & Kumar, V. (2024). *Integrated Waste Management*. https://doi.org/10.1007/978-981-97-0823-9
Additional textbooks and learning materials:	* All reading materials for the course will be available on the course (google classroom)
Citation format:	*APA style*
Technologies/software/programs to be used:	• The simulations AERMOD and CALPUFF software • Drone • G-ISBEM software
Course Assignments and Assessments	
Assignments and descriptions:	• Participation - 10% – student must be present at least 70% of lectures with active participation in discussion • Compulsory assignment – Case study 30% of the total grade. • Final Exam – 60%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations if you don't have a device at home) • Email account (college email) • Access to Microsoft Office (available on all campus computers), • Google Drive, or another word processor that permits student to save files in Word format • Adobe Acrobat Reader • Zoom and google meet • Laboratory for Environmental Management and Energy Management • USB drive for saving homework • A notebook for taking reading and class discussion notes.

Course Week schedule	
Week 1	Introduction to waste and circular economy
Week 2	Sources of waste and municipal waste
Week 3	Special waste fractions;
Week 4	Institutional and organizational considerations around waste management;
Week 5	Waste prevention and 7Rs principles.
	Introduction to collection services and infrastructures
Week 6	Examples of collection service and infrastructure;
Week 7	Quantification of total generated MSW Case study
Week 8	Quantification of collection rate;

Week 9	Disposal.
Week 10	Regulatory instruments and enforcement matters
	Economic instruments;
Week 11	Extended producer responsibility (EPR);
	Communicative instruments;
Week 12	Monitoring and reporting.
Week 13	Materials Flow Energy and the environment Case Study
Week 14	Environmental and economic benefits;
Week 15	Circular Economy and social benefits - reduction of poverty in the informal sector;
	The Circular Economy System and definitions. Circular Economy case studies

General Course Information	
Course name:	*Strategic Leadership and Governance in Social Organizations*
Course number:	
Study Programme:	*International Management and Sustainability, MSc*
Number of ECTS:	*5 ECTS (125 Hours)*
Semester and Year:	*4th Semester, Year 2 (Social Management)*
Class Status:	*Mandatory*
Instructor Information	
Name and Last Name:	*Prof. Asst. Dr. Labinot Hajdari*
Contact information:	*l.hajdari@ibcmitrovica.eu*
Preferred Method of Contact:	*Email*
Office hours:	**Weekly office hours: with email upon request*
Course Description	
Course overview:	This course explores the principles, strategies, and challenges of leadership and governance within social organizations, including non-profits, NGOs, and community-based institutions. Students will analyze leadership theories, governance models, and decision-making processes tailored to socially driven organizations. The course emphasizes ethical leadership, stakeholder engagement, accountability, and the creation of social impact. Through case studies, group discussions, and practical exercises, students will gain the knowledge and skills needed to lead and govern effectively in the context of social management.
Prerequisites:	*N/A*
Course learning outcomes:	*Knowledge:* • Understand key leadership theories and governance models applicable to social organizations (Bloom: Understand; DoK: Level 2 – Skill/Concept). • Analyze the roles and responsibilities of leaders and governing bodies in achieving organizational goals and social impact (Bloom: Analyze; DoK: Level 3 – Strategic Thinking). • Describe frameworks for ethical decision-making, stakeholder engagement, and organizational accountability (Bloom: Understand; DoK: Level 2 – Skill/Concept).
	Skills: • Apply leadership strategies to address challenges and drive positive outcomes in social organizations (Bloom: Apply; DoK: Level 3 – Strategic Thinking). • Evaluate governance structures and processes for their effectiveness in fostering inclusivity, transparency, and accountability (Bloom: Evaluate; DoK: Level 4 – Extended Thinking). • Develop strategies for enhancing organizational performance through leadership and governance improvements (Bloom: Create; DoK: Level 4 – Extended Thinking).
	Competencies:

<table>
<tr><td></td><td colspan="4">• Demonstrate ethical leadership and decision-making skills in managing social organizations (Bloom: Apply/Evaluate; DoK: Level 4 – Extended Thinking).
• Communicate governance and leadership strategies effectively to diverse stakeholders, fostering collaboration and shared goals (Bloom: Apply/Create; DoK: Level 3/4 – Strategic Thinking/Extended Thinking).
• Incorporate accountability, equity, and sustainability principles into governance and leadership practices (Bloom: Apply/Create; DoK: Level 4 – Extended Thinking).</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Active participation in class assignments
Leadership case study analysis
Strategic leadership simulation
Final Exam</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Homework</td><td>1</td><td>10</td><td>10</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>4</td><td>20</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feed back channels:</td><td colspan="4">• Course materials and assignments will be uploaded to Google Classroom.
• The instructor will be available during office hours and via email, with a response time of 48 hours.
• Feedback on assignments and projects will be provided regularly.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">● Introduction to Strategic Leadership in Social Organizations
● Governance Models and Frameworks for Social Organizations
● Ethical Leadership and Accountability
● Stakeholder Engagement and Decision-Making
● Leading Organizational Change and Innovation
● Measuring and Communicating Social Impact</td></tr>
<tr><td colspan="5">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td colspan="4">• Northouse, P. G. (2021) Leadership: Theory and Practice. SAGE Publications.
• Cornforth, C., & Brown, W. A. (2013) Nonprofit Governance: Innovative Perspectives and Approaches. Routledge.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td colspan="4">All reading materials for the course will be available on the course (google classroom)</td></tr>
<tr><td>Citation format:</td><td colspan="4">APA style</td></tr>
<tr><td>Technologies/softwar e/programs to be used:</td><td colspan="4">*Specific technologies/software/programs to be used in the course</td></tr>
<tr><td colspan="5">Course Assignments and Assessments</td></tr>
<tr><td>Assignments and descriptions:</td><td colspan="4">Active participation in class assignments 10%
Leadership case study analysis 20%
Strategic leadership simulation 30%</td></tr>
</table>

	Final Exam 40%
Course Policies and Procedures	
Attendance policy:	College regulations apply to attendance.
Late work or assignments policy:	Late work will receive a grade reduction from the maximum score. Further submissions may be allowed with additional grade reductions at the discretion of the professor.
Student Support Resources	
IT Support and Resources:	• Access to campus computing facilities and qualitative analysis tools • Digital access to library resources
Library and e-library resources:	*Access on IBCM library and IBCM e-library access (J store, etc)*

Course Week schedule	
Week 1	Introduction to Leadership Theories
Week 2	Governance Models for Social Organizations
Week 3	Ethical Leadership and Accountability
Week 4	Stakeholder Engagement Strategies
Week 5	Decision-Making in Social Organizations
Week 6	Leading Organizational Change
Week 7	Midterm Exam
Week 8	Innovation in Governance
Week 9	Measuring Social Impact
Week 10	Communicating Leadership Strategies
Week 11	Challenges in Leadership and Governance
Week 12	Group Project Development
Week 13	Group Project Presentations
Week 14	Strategies for Sustainable Governance
Week 15	Course Review

General Course Information	
Course name:	Thesis Research Writing Seminar
Course number:	
Study Programme:	International Management and Sustainability, MSc
Number of ECTS:	5 ECTS (125 Hours)
Semester and Year:	4th Semester, Year 2
Class Status:	Mandatory
Instructor Information	
Name and Last Name:	Prof. dr. Mihone Kerolli Mustafa
Contact information:	m.kerolli@ibcmitrovica.eu
Preferred Method of Contact:	Email
Office hours:	
Course Description	
Course overview:	The Thesis Research Writing Seminar is designed to guide students through the process of writing a master's thesis. The course provides structured support on thesis development, including selecting a research topic, crafting a research question, structuring the thesis, applying proper formatting, and adhering to citation standards (APA). Students

<table>
<tr><td></td><td colspan="4">will receive regular feedback on their work and learn strategies to manage their thesis writing process effectively. The seminar focuses on academic integrity, advanced research methods, and effective communication of findings.</td></tr>
<tr><td>Prerequisites:</td><td colspan="4">None, but concurrent enrollment in the thesis component of the program is expected.</td></tr>
<tr><td rowspan="3">Course learning outcomes:</td><td colspan="4">Knowledge
1. Understand the structure and components of a master’s thesis (Bloom: Understand, DoK: Level 2)
o Explain the purpose and format of thesis sections, including the introduction, literature review, methodology, and conclusion.
2. Identify proper academic writing conventions (Bloom: Remember, DoK: Level 1)
o Recognize formatting, citation, and style requirements (e.g., APA).</td></tr>
<tr><td colspan="4">Skills
3. Apply research and writing techniques to thesis development (Bloom: Apply, DoK: Level 3)
o Draft and refine sections of the thesis with proper structure, citations, and argumentation.
4. Analyze feedback to improve thesis drafts (Bloom: Analyze, DoK: Level 3)
o Revise and edit drafts based on peer and instructor feedback.</td></tr>
<tr><td colspan="4">Competences
3. Demonstrate academic integrity and professionalism in research writing (Bloom: Evaluate, DoK: Level 4)
o Adhere to ethical guidelines, avoid plagiarism, and present findings accurately.
4. Produce a well-structured and properly formatted thesis (Bloom: Create, DoK: Level 4)
o Submit thesis sections that meet academic standards and effectively communicate research findings.
o</td></tr>
<tr><td>Learning outcomes verification:</td><td colspan="4">Outcomes will be verified through assignments, case studies, interactive workshops, and a final project.</td></tr>
<tr><td rowspan="7">Workload Allocation:</td><td>Activity</td><td>Hours</td><td>Weeks</td><td>Total</td></tr>
<tr><td>Lectures/Seminars</td><td>2</td><td>15</td><td>30</td></tr>
<tr><td>Consultations</td><td>1</td><td>5</td><td>5</td></tr>
<tr><td>Draft Writing</td><td>2</td><td>15</td><td>30</td></tr>
<tr><td>Self-study</td><td>3</td><td>15</td><td>45</td></tr>
<tr><td>Assignments/Exams</td><td>5</td><td>3</td><td>15</td></tr>
<tr><td>Total</td><td></td><td></td><td>125</td></tr>
<tr><td>Communication/feedback channels:</td><td colspan="4">Students can reach the instructor via email or during office hours. Feedback will be provided on thesis drafts and in-class discussions.</td></tr>
<tr><td>Main course themes and topics:</td><td colspan="4">11. Thesis Preparation and Topic Selection
12. Thesis Structure</td></tr>
</table>

	13. Academic Writing Standards 14. Literature Review and Synthesis 15. Research Ethics and Academic Integrity 16. Data Presentation and Analysis 17. Editing and Revising
Instructional and Technology Information	
List of required textbooks and learning materials:	• Thomas, C.G. (2021). *Research methodology and scientific writing*. Springer. • Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The craft of research (4th ed.). University of Chicago Press. • American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). APA. • Murray, R. (2011). How to write a thesis (3rd ed.). Open University Press.
Additional textbooks and learning materials:	• Templates, sample thesis sections, and APA guides provided by the instructor.
Citation format:	APA
Technologies/software/ programs to be used:	Word processing software (e.g., Microsoft Word), citation management tools (e.g., Zotero), and data analysis tools (e.g., SPSS, NVivo), Statistics.
Course Assignments and Assessments	
Assignments and descriptions:	**Draft Submissions**: Weekly or bi-weekly thesis section drafts for review and feedback. **Formatting Exercises**: Practice exercises on thesis formatting and citations. **Peer Review Workshops**: In-class review and discussion of peers' drafts. **Final Submission**: Completed thesis sections (e.g., introduction, literature review, and methodology).
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.
Lesson Plan	
Week 1	Overview of Thesis Requirements and Expectations
Week 2	Crafting Research Questions and Objectives
Week 3	Thesis Structure and Chapter Breakdown
Week 4	Conducting and Writing a Literature Review
Week 5	Writing Clearly and Cohesively
Week 6	Mastering APA Style
Week 7	Avoiding Plagiarism and Maintaining Academic Integrity
Week 8	Methodology and Research Design
Week 9	Presenting and Interpreting Data
Week 10	Results and Discussion
Week 11	Editing for Clarity and Precision

Week 12	Writing an Effective Abstract and Introduction
Week 13	Thesis Submission and Formatting Guidelines
Week 14	Feedback and Final Adjustments
Week 15	Final Reflections

General Course Information	
Course name:	Master Thesis
Course number:	
Study Programme:	International Management and Sustainability, MSc
Number of ECTS:	15 ECTS (375 Hours)
Semester and Year:	4th Semester, Year 2
Class Status:	Mandatory
Course Description	
Course overview:	The Master Thesis represents the culmination of the master's program in International Management and Leadership for Sustainable Development. It requires students to conduct in-depth research on a topic related to their specialization, applying advanced theoretical knowledge and research skills to address a practical or academic problem. The thesis should demonstrate critical thinking, mastery of research methodologies, academic integrity, and the ability to communicate findings effectively. The project is completed under the guidance of a supervisor and includes regular feedback and consultations.
Prerequisites:	Completion of all core courses and specialization modules in the program.
Course learning outcomes:	Knowledge 1. Demonstrate mastery of a specialized field of study (Bloom: Understand, DoK: Level 4) o Synthesize theoretical frameworks and empirical evidence relevant to the thesis topic. 2. Understand research ethics and methodologies (Bloom: Remember, DoK: Level 2) o Apply appropriate research methods and adhere to ethical standards in the research process.
	Skills 5. Conduct advanced independent research (Bloom: Apply, DoK: Level 4) o Formulate research questions, design a study, and collect and analyze data. 6. Present research findings effectively (Bloom: Evaluate, DoK: Level 5) o Write a structured thesis with well-supported arguments and present findings in a professional manner.
	Competences 5. Demonstrate self-management and accountability in research (Bloom: Create, DoK: Level 5) o Plan and execute a comprehensive research project within the given timeframe.

<table>
<tr><td></td><td>6. Contribute to the field through original research (Bloom: Evaluate, DoK: Level 5)
o Develop a thesis that provides insights or solutions to a problem in the field of sustainable development.</td></tr>
<tr><td>Learning outcomes verification:</td><td>Outcomes will be verified through submission of the thesis, an oral defense, and adherence to submission standards.</td></tr>
<tr><td>Workload Allocation:</td><td>
<table>
<tr><th>Activity</th><th>Hours</th><th>Weeks</th><th>Total</th></tr>
<tr><td>Independent Research</td><td>15</td><td>15</td><td>225</td></tr>
<tr><td>Consultations with Supervisors</td><td>1</td><td>15</td><td>15</td></tr>
<tr><td>Draft Writing</td><td>8</td><td>15</td><td>120</td></tr>
<tr><td>Oral Defense Preparation</td><td>2</td><td>5</td><td>10</td></tr>
<tr><td>Final Editing and Submission</td><td>5</td><td>1</td><td>5</td></tr>
<tr><td>Total</td><td></td><td></td><td>375</td></tr>
</table>
</td></tr>
<tr><td>Communication/feedback channels:</td><td>Students will work closely with their thesis supervisors, meeting regularly to receive feedback on drafts and guidance on research methodology and writing.</td></tr>
<tr><td>Thesis Components:</td><td>18. Research Proposal
a. Submission and approval of a detailed research proposal, including objectives, methodology, and timeline.
19. Thesis Document
a. A written thesis that includes the following sections: abstract, introduction, literature review, methodology, results, discussion, conclusion, and references.
20. Oral Defense
a. A formal presentation and defense of the thesis in front of an academic panel.</td></tr>
<tr><td colspan="2">Instructional and Technology Information</td></tr>
<tr><td>List of required textbooks and learning materials:</td><td>• No required list of materials, other than what is specifically required for the students thesis.</td></tr>
<tr><td>Additional textbooks and learning materials:</td><td>• No required list of materials, other than what is specifically required for the students thesis.</td></tr>
<tr><td>Citation format:</td><td>APA</td></tr>
<tr><td>Technologies/software/ programs to be used:</td><td>MS Office Suite, and additional software and technologies may be required based on the thesis topic and research design.</td></tr>
<tr><td colspan="2">Course Policies and Procedures</td></tr>
<tr><td>Attendance Policy:</td><td>Regular consultations with the thesis supervisor are mandatory. Missing consultations without prior notice may impact the final evaluation.</td></tr>
<tr><td>Submission Policy:</td><td>All students must submit their thesis by the stated deadlines as per the IBCM regulations. Extensions may be granted in exceptional circumstances with prior approval.</td></tr>
<tr><td>Plagiarism Policy:</td><td>Strict adherence to academic integrity is required. All theses will be checked for plagiarism using plagiarism detection software.</td></tr>
<tr><td>Oral Defense Policy:</td><td>Students must schedule their oral defense at least two weeks in advance of the proposed date.</td></tr>
<tr><td colspan="2">Student Support Resources</td></tr>
<tr><td>IT Support and Resources:</td><td>Students may contact campus IT support for assistance with accessing course materials and word processing tools.</td></tr>
</table>

Evaluation Criteria	
Quality of Research (50%)	Depth of analysis, originality, and relevance of findings.
Thesis Structure and Writing (30%)	Clarity, coherence, adherence to formatting standards, and quality of writing.
Oral Defense (20%)	Quality of presentation, ability to answer questions, and depth of understanding of the research.

4.4.1 4th Semester Sapienza Track

The fourth semester under the Sapienza track is the culmination of the MSc in International Management and Sustainability program for students pursuing the double-degree option. This semester offers a blend of advanced coursework and focused research, emphasizing the practical application of interdisciplinary knowledge in global and sustainability-focused contexts. It is designed to prepare students for leadership roles, academic advancement, or impactful careers in diverse sectors.

Students undertake a Workshop Class: Multilevel and Multistakeholder Governance of Sustainability, which focuses on governance frameworks that integrate multiple actors and levels of influence, offering tools to address complex sustainability challenges. The workshop encourages critical engagement with real-world governance issues and develops the skills needed for collaborative problem-solving. Additionally, students select Elective Courses from the Sapienza catalogue, allowing them to tailor their learning to their specific interests and career aspirations. These electives provide flexibility and depth, enabling students to explore a wide range of topics within the expansive Sapienza curriculum.

The semester culminates in the Master Thesis, a cornerstone of the program, where students conduct original research or propose innovative solutions to pressing challenges in their chosen field of specialization. Under the guidance of Sapienza faculty, students gain access to world-class academic resources, ensuring that their thesis work reflects the highest standards of academic rigor. This combination of customized coursework and in-depth research equips graduates with the skills and perspectives needed to thrive in a dynamic, interconnected, and sustainability-focused global landscape.

Syllabuses:

Semester 4 – Sapienza University of Rome Double Degree Courses		
M	*Elective courses: any number up to 12 ECTS. See:* https://corsidilaurea.uniroma1.it/en/	*12*
M	*Workshop class: Multilevel and multistakeholder governance of sustainability*	*3*
M	*Master Thesis*	*15*

The Syllabuses for the courses and track description of the Sapienza University of Rome can be found here: Profile and International Curriculum

ANNEX I: STUDYING AT IBCM

A Unique Learning Model: From Theory to Practice

Education at IBCM stands out for its innovative learning model, From Theory to Practice, which integrates four key steps in the learning process: conceptualization, experimentation, experience, and reflection. These steps are rooted in a problem-based learning (PBL) methodology, making IBCM the first college in the region to adopt this approach. Since its inception, IBCM has consistently applied this model, ensuring it aligns with our commitment to academic excellence and practical application. By emphasizing PBL, we empower students to become independent thinkers, critical researchers, and collaborative problem-solvers.

Active Learning Environment

Our From Theory to Practice learning model ensures an interactive and dynamic environment where students actively engage in the learning process. Through PBL, students are encouraged to:

- Take initiative by engaging in action-oriented learning instead of passive listening and reading.
- Ask critical questions, conduct meaningful research, and participate in focused discussions.
- Acquire essential skills for their professional careers, including critical thinking and teamwork.
- Interact with professionals through field visits and guest lectures from relevant institutions connected to their areas of study.

Integrated and Interdisciplinary Approach

Education and research at IBCM are inherently interdisciplinary, encouraging students to tackle global and local challenges from multiple perspectives. The MSc in International Management and Sustainability program incorporates diverse academic disciplines, providing students with the tools to develop innovative and impactful solutions. Opportunities include:

- Interdisciplinary Collaboration: Elective courses allow students to collaborate across specializations, fostering multidisciplinary thinking and culminating in interdisciplinary projects.
- Practical Opportunities: Exemplary students can access premium internships, building professional networks and enhancing their career readiness.
- International Exposure: Students can explore further study options and placements at partner universities across Europe, preparing for advanced academic pursuits or global career opportunities.

A Global Perspective at IBCM

IBCM prides itself on its international outlook, offering a fully English-speaking environment and emphasizing cultural diversity in the classroom. The program incorporates global themes and encourages students to study abroad or participate in international exchanges through partnerships with numerous institutions worldwide. This commitment to global engagement ensures that students graduate with the skills and perspectives needed to thrive in diverse and multicultural environments.

Career Preparation and Professional Success

IBCM prepares students to become change-makers in business, public administration, environmental management, and social management sectors. Our programs equip graduates with the knowledge and competencies needed to step confidently into their professional careers. The From Theory to Practice methodology produces graduates who are highly sought after by employers for their ability to analyze problems, collaborate effectively, and lead teams.

From Graduation to Employment

Graduates of the MSc in International Management and Sustainability program have successfully transitioned into leadership roles across industries and sectors. They are recognized as independent, assertive professionals skilled in problem-solving, international teamwork, and presenting ideas. Many alumni are employed in public administration, corporate management, environmental policy, while others pursue further academic achievements at prestigious universities worldwide.

Why Choose IBCM's MSc in International Management and Sustainability?

- A program tailored to your interests and professional goals.
- Opportunities to study or intern abroad through international partnerships.
- Preparation for challenging and rewarding careers in global and interdisciplinary fields.
- This combination of academic rigor, practical application, and international engagement ensures that IBCM graduates are well-prepared to lead and innovate in an ever-changing world.